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ABSTRACT

Presented is Florida's state resource manual for gifted child education. Noted are the history and philosophy of the gifted child program, and offered is a profile of a typical gifted and talented youth. Identification of gifted and talented youth is discussed, and suggested is a process format using information gained from both cognitive and affective tests. Program goals and objectives are seen to stress individualized instruction in forms such as special groupings, enrichment in the regular classroom, and acceleration or advanced placement. Brainstorming to encourage divergent thinking is one idea given in the section on creativity. Criteria for teacher selection given include creativity, organizational skills, and enthusiasism. Among guidelines for counseling parents are making them aware of their importance in the educative process for the gifted child. Suggestions for maintaining open communication among parents, administrators, and classroom teachers are listed and include a systematic method of reporting student progress (parents). Recommended are the use of community resources such as industry, special interest groups, and talented parents. Noted are evaluation techniques such as individualized conferences and sociograms. Appended are evaluation forms such as a self concept rating, a class behavior checklist, a teacher's information awareness checklist, and forms for differential evaluation in three program models. (DB)

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For additional copies please write to:

Miss Joyce Runyon, Consultant
Programs for the Gifted
Department of Education
Education for Exceptional Children
319 Knott Bldg.
Tallahassee, Florida 32304

904/488-1461

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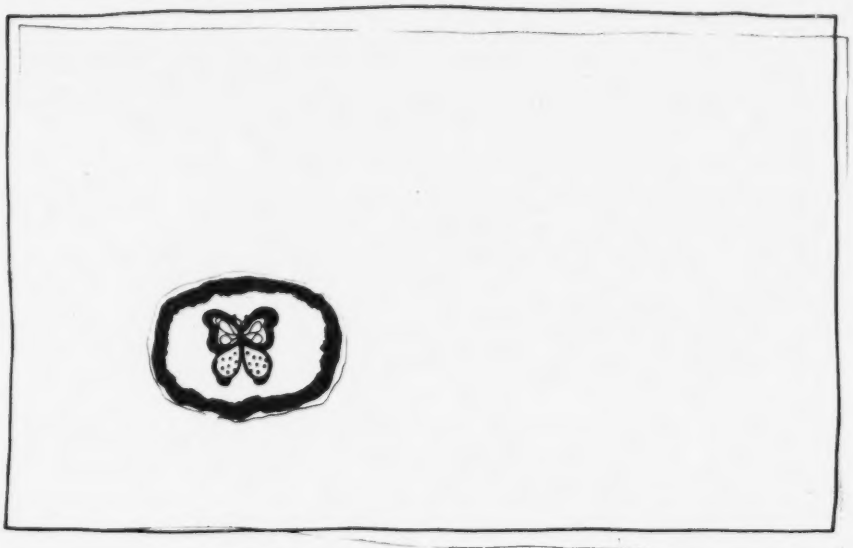
Florida's State Resource Manual for Gifted Child Education

AUGUST 1973



STATE OF FLORIDA DEPARTMENT OF EDUCATION,
FLOYD T. CHRISTIAN, COMMISSIONER
Division of Elementary and Secondary Education
Education for Exceptional Children

A C K N O W L E D G E M E N T

This State Resource Manual For Gifted Child Education was developed as one of the activities under a Title V grant given to the Education for Exceptional Children Section, Department of Education during the 1972-73 year.

The following committee members have worked diligently during 1972-73 on the manual and other activities of the Title V grant and hope the manual will be of assistance to local school districts in the development, expansion and improvement of programs for gifted and talented children:

Mrs. Robertine Carleton
Coordinator for the Gifted
Palm Beach County

Mrs. Elsie Estroff
Coordinator for the Gifted
Polk County

Mr. James Miley
Coordinator for the Gifted
Dade County

Dr. Dorothy Sisk
University of South Florida

Mrs. Blanche McMullen
Consultant, Elementary Education
Department of Education

Mr. Lee Roberts, Administrator
Accreditation Section
Department of Education

Miss Joyce Runyon, Consultant
Programs for the Gifted
Department of Education

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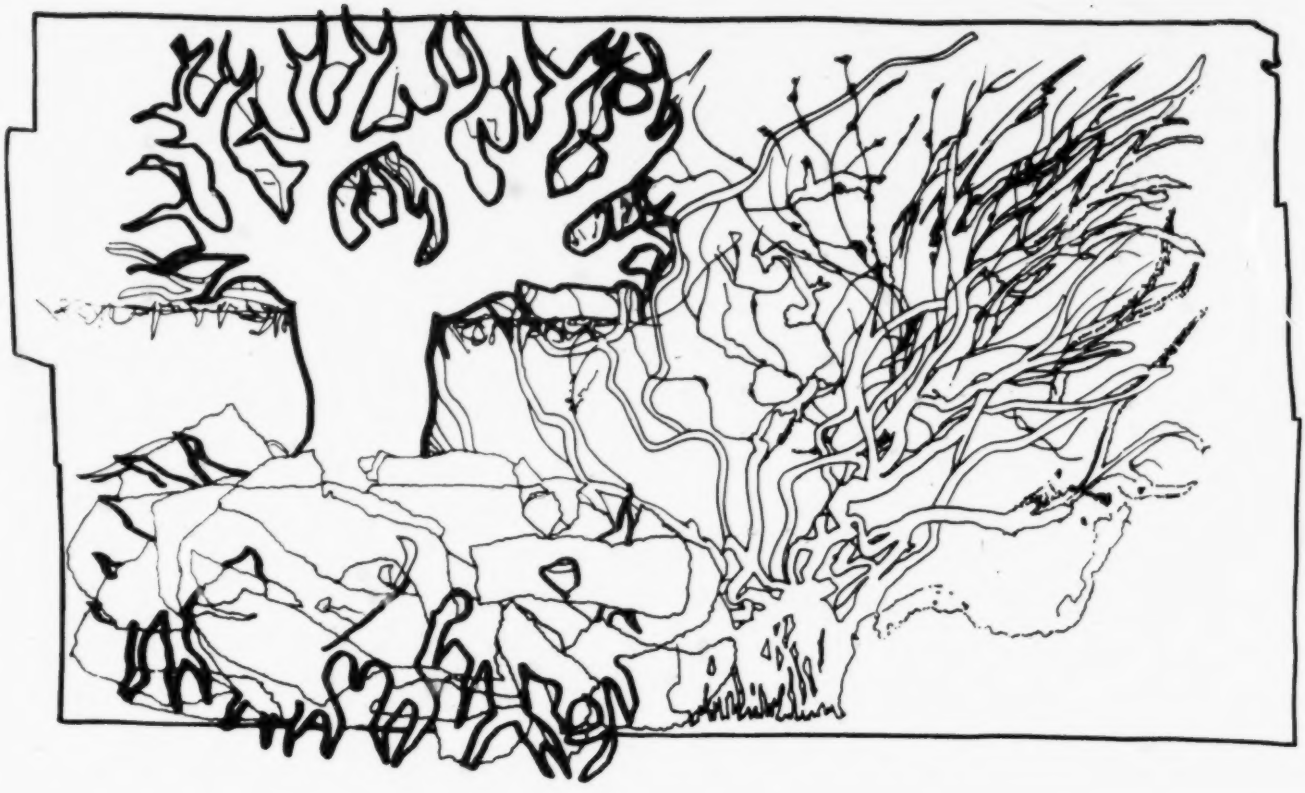
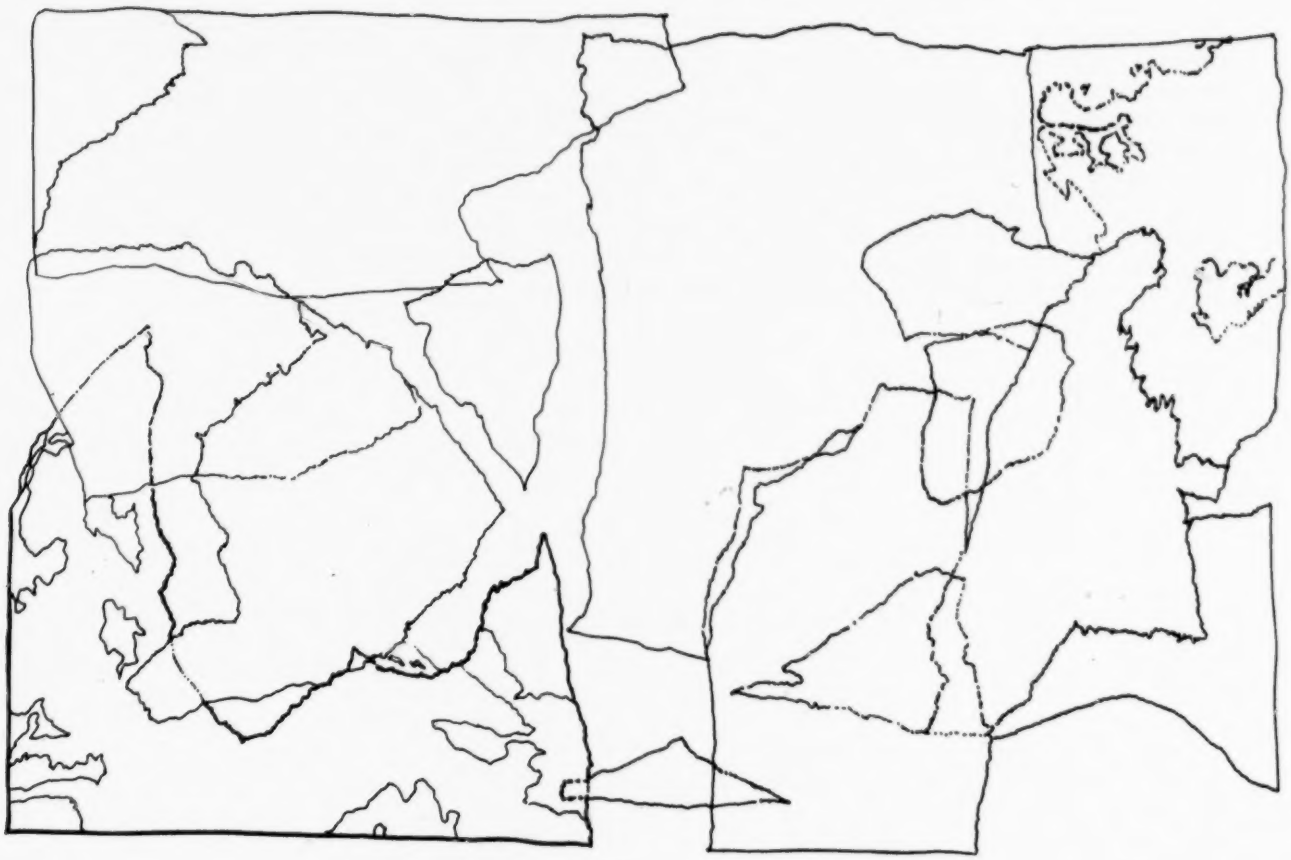


History

HISTORY OF PROGRAMS FOR THE GIFTED IN FLORIDA

What about the background of gifted child education in Florida?

A brief look at Florida's history in the area of the gifted appears necessary before we look at Florida's present program for the gifted. The program for the gifted was growing slowly, but steadily until 1959. There was a total of twenty-seven units being used in the area of the gifted just prior to 1959, when the Florida Legislature put a freeze on units for exceptional child education and little if any growth was evident in the exceptional child education program for several years. It was, also, at this time that the Florida Legislature placed programs for the gifted in the category of second priority which resulted in a decline of gifted programs and no emphasis for establishment and development of programs for the gifted. This situation continued until 1970, when as a result of parent, university personnel and legislative interest, Florida provided twenty-five special units earmarked for the gifted. The 1971 Florida Legislature provided fifty special units earmarked for the gifted and the 1972 Florida Legislature provided forty-five units earmarked for the gifted. So as of the past school year with the interest, concern and provision of units for the gifted, Florida had a total of 173 teachers in the area of gifted child education who served 17,131 gifted children in the 40 county school districts providing programs for gifted children.



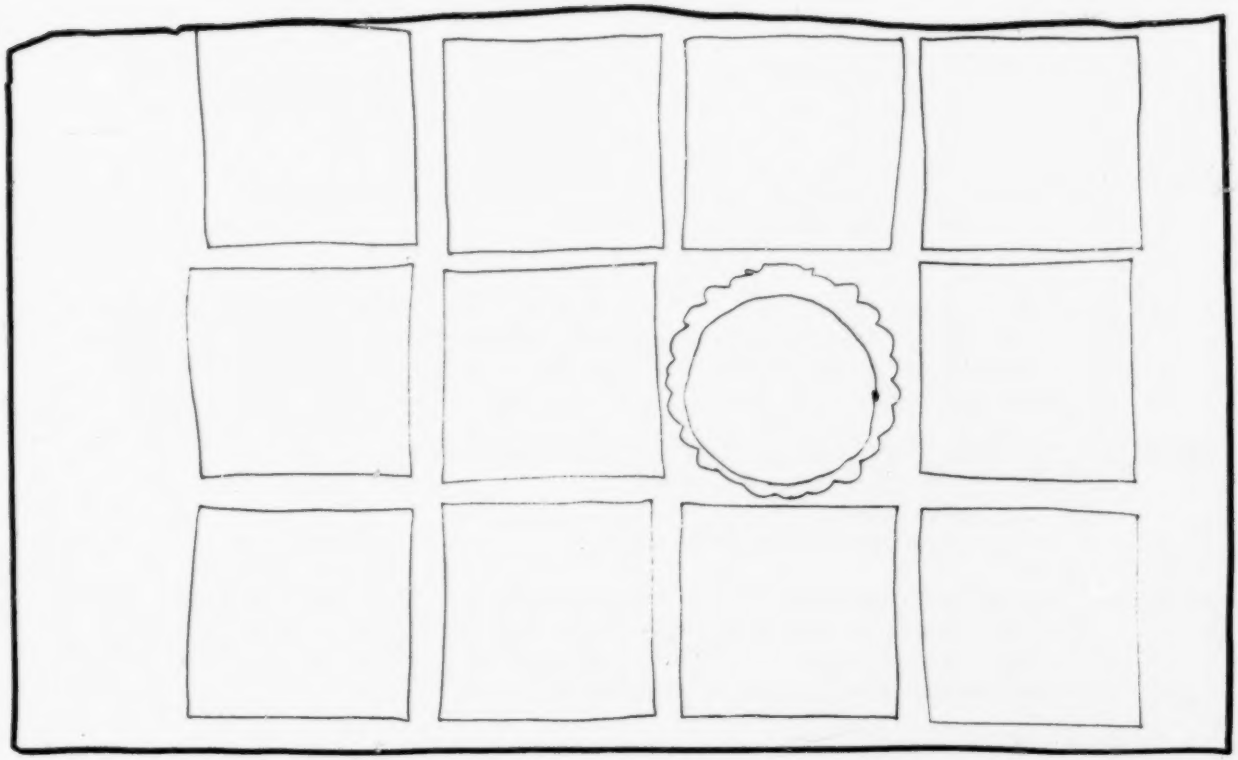
Philosophies

P H I L O S O P H Y

What are the guiding thoughts behind a gifted program?

A gifted child is unusually endowed with outstanding intellectual and creative talents. These attributes may be nurtured and stimulated or stifled and repressed depending on the atmosphere in which the youngster at an early age perceives his world. Self-actualization occurs when learning is relevant, self-motivated, and valued by accepting teachers, peers and family.

Educators bear the responsibility of knowing the total gifted child and need to understand personal needs and anxieties as well as achievement competencies in order to facilitate growth. We need to create a warmly responsive, non-threatening climate in the classroom. We need to help others who are charged with educating these gifted children to understand and utilize teaching strategies involving higher thought processes. It becomes our responsibility to prepare these future leaders for a rapidly changing world where facts become outdated before printed; where learning how to learn; how to adapt and change and relying on process rather than static knowledge are highly significant factors in determing educational goals for the gifted and talented.



Characteristics of the Gifted

PROFILE OF GIFTED AND TALENTED YOUTH

What are gifted children like?

From early childhood, gifted children give indications of superior intellectual ability. These children may walk and talk at an earlier age than other children and in other ways indicate they are more advanced for their age; they are more alert, and learn quickly. On tests of scholastic aptitude these children score markedly above average.

The gifted child usually exhibits superior facility for:

LANGUAGE: Highly verbal
Advanced vocabulary
Reads several years above grade level
Superior communication skills
Creative manipulation of language

He Needs: Opportunities for optimal level use of language, e.g., discussion group with intellectual peers, availability of appropriate reading materials, creative approaches to improving writing skills and communication of ideas, research skills strengthened.

CONCEPTUALIZATION: Keen insight into cause and effect relationships
Highly observant
Rapid mastery of and easy recall of facts
Creative manipulation of symbols

He Needs: Divergent, open-ended teaching strategies, minimized use of rote drill, atmosphere of valuing uniqueness, self-directed discovery.

SOCIALIZATION: Outgoing and friendly
Assumes leadership roles
Well developed sense of humor
Openness to others

He Needs: Opportunities to assume various roles in group interaction, increased exposure to people of diversified backgrounds, provisions for understanding self and heightened sensitivity to others, acceptance of non-conformity.

PRODUCTIVITY: High physical and intellectual energy level
Self-motivated to learn
High standards and goals
Prolonged attention span

He Needs: Varied and individualized opportunities for physical and intellectual involvement in learning activities, e.g., writing (and producing) plays, audio-visual materials, games, etc. Technical skills, research and communication skills sharpened.

Gifted children will not possess all of the preceding characteristics to the same degree but will evidence most characteristics to a greater degree than other children.

Underachieving students are of major concern. These children often lack interest and motivation for academic subjects. For motivation of achievement, it is desirable to identify pupils with academic ability at an early age and plan carefully for their education.

What about special abilities and talents?

Some students may have talents in areas other than the academic field--areas such as art, music, social relations, leadership, mechanical ability, and athletic skills. Creativity is another special ability which should receive increased attention in education. Students may be outstanding in some areas and average or below average in others.

The identification of pupils with special abilities and talents and providing educational activities for them is of great importance in building a comprehensive gifted program.

IDENTIFICATION

How can we identify the gifted and talented?

Identification of students must be a process that reflects the goals, objectives, organization and instructional design of the program. Emphasis should be upon identification of children and youth at an early age. The identification process should include a variety of criteria which would provide for the selection of children from minority groups, because of the environmental impact on test performance. Martinson (1972) states that the measured intelligence of children declines when they are isolated or emotionally starved, as it does when verbal and non-verbal stimuli are lacking.

Two formats are described to give a broad basis for school districts in developing their own identification process.

Identification--Responsibility of Principaland Teachers

By John C. Gowan, California State College at Northridge

The following is suggested as a special identification program to be modified in specific particulars by local requirements.

1. Select beforehand an approximate percentage of the students for the program, depending upon local wishes and value judgments. It is suggested that this percentage should not be less than 1% and not more than 10%, except in exceedingly atypical schools. Let the percentage target be represented by P%.

2. Use a group test screen, and cut at a point which will give 5P%. Take the top tenth of this group and put them into the program without more ado. Put the rest of the group into the "reservoir".

3. Circulate to each classroom teacher a paper in which he or she is asked to nominate the:

   a. best student

   b. child with the biggest vocabulary

   c. most creative and original child

   d. child with the most leadership

   e. most scientifically oriented child

f. child who does the best critical thinking

g. able child who is the biggest nuisance

h. best motivated child

i. child the other children like best

j. child who is most ahead on grade placement

k. brightest minority group child in the class in case there are more than five, and one has not been named heretofore

l. child whose parents are most concerned about increasing the achievementof his educational progress

4. Use an achievement battery and cut at a point which will yield 3P%. Make a list of all students who are in the top tenth in numerical skills; add both of these lists to the "reservoir".

5. Together with the principal, curriculum staff and guidance staff, plus a few teachers,go over and make a list of children who:

   a. Have held leadership positions

   b. Achieved outstandingly in any special skill (such as arithmetic).

   c. Are the best representative of minority groups.

   d. Have influential parents.

   e. Are examples of reading difficulties but believed bright.

   f. Are believed bright but maybe emotionally disturbed.

   g. About whom any single individual feels he might be in the program.

Put these in the "reservoir".

All pupils in the "reservoir" should now be ranked as to the number of times they have been mentioned.

All children having three or more mentions should be automatically included in the program.

All children having two citations should be sent to Binet Testing.

The Binet equivalent for the percent cut should be determined and any child above this cut placed in the program. If it is feasible, children with one mention should be Bineted with the same results. The remainder of the children are in the "hands of the committee". Each case should come up individually, and some of them should be placed in the program despite a Binet below the cut score. Special consideration should be given to (1) minority group children, (2) emotionally disturbed children, (3) children with reading difficulties, and (4) children with marked leadership or creative talents.

The committee should not be afraid to include children in the program because of social considerations, but each child who comes up before committee consideration should have an individual test.

It is believed that such an identification program:

Is reasonably effective in finding most of the able children.

Is reasonably efficient in cutting costs of individual testing to the bone and in conserving valuable committee time, which need not be spent on consideration of children who obviously go into such a program.

Provides the multiple criteria which are so important in locating all of the able.

Is flexible enough to provide for special cases.

If such a program is adopted, it will be found that the size of P will tend to grow. This should not be a source of worry. The best answer of "where do we stop" is not to stop until at least one member of the screening committee thinks the committee has gone too far in letting students into the program. At any time in the program there ought to be children answering to the following descriptions that somebody thinks don't belong there: (1) a minority group child, (2) a slow reader for his ability, (3) a "nuisance", (4) an emotionally disturbed child, (5) somebody's relative, (6) an original creative child, or (7) a school leader. If the program doesn't do anything for any one of these children, they can always be taken out with a minimum of educational damage. If it does do something for them, the guidance committee has the satisfaction of knowing either that it has made a good guess or that it has acquired an important friend.

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IDENTIFICATION FORMAT AS A PROCESS

This sequence is suggested for identifying the academically and creatively gifted and to some degree leadership abilities, psychomotor abilities and the visual and performing arts.

NOMINATIONS

Nominations for the program should reflect the educational philosophy of the district, goals of the program, definitions, and selection criteria.

Guidance counselors, specialists, community professionals, classroom teachers, prinicipals, administrators, parents, and self-referrals are sources for program candidates.

SCREENING

Weighted checklists may be used by teachers and principals for screening. The two examples of checklists (See Appendices A) are adapted from the Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students published in Exceptional Children, November 1971 pp. 243. The scales for kindergarten and first grade children and the "Talented Pupil Characteristics" Scale in Appendix A were developed by the Dade County Public Schools.

DESCRIPTIVE CASE STUDY

After screening,a case study should be prepared to provide information from the following areas:

Academic History - Provided by an official transcript.

Testing Information

A. Cognitive Tests for Measuring Thinking

1. Convergent Thinking

(a) Achievement Tests

-California Achievement Tests (grades 1-8)
-Metropolitan Achievement Tests (grades 1-12)
-SRA Achievement Series (grades 1-9)
-Stanford Achievement Tests (grades 1-9)

(b) Intelligence Tests

-Stanford-Binet Intelligence Scale (grades k-12)
-Wechsler Intelligence Scale for Children (WISC) (grades k-10)
-Peabody Picture Vocabulary Test (grades k-12)
-California Tests of Mental Maturity (grades 4-12)

2. Divergent Thinking
   (a) Creativity Tests
      -Torrance Tests of Creative Thinking - Verbal
      -Torrance Tests of Creative Thinking - Figural
      -Guilford's Tests of Creativity - Verbal, Figural

   (b) Intellectual Maturity
      -Goodenough -Harris Drawing Test (Figural)

B. Affective Tests for Measuring Feeling
   1. Convergent Tests
      (a) Character and Personality
         -Early School Personality Questionnaire (grades 1-3)
         -Children's Personality Questionnaire (grades 3-6)
         -Jr.-Sr. High School Personality Questionnaire (6-12)
         -California Tests of Personality (grades k-12)
      (b) Self-Concept
         -"How Do You Really Feel About Yourself?"
          (grades 4-12) (See Appendix B)
         -Tennessee Self-Concept Scale (grades 5-12)
         - Self-Concept as a Learner,
           Elementary Scale (grades 3-12)
           Secondary Scale (grades 7-12)
   2. Divergent Tests
      -Barron-Welsh Art Scale of the Welsh Figure Preference
       Test (grades 1-12)
      -Personality Rating Scale (grades k-12)
      -Preschool Academic Sentiment Scale (k-1)

Interests, Observations, and Social- Emotional - Adjustment Appraisals

Examples of teacher observations, student self-inventories, and other devices may be found in the following:

1. Rice, Joseph P., Developing Total Talent, Springfield, Illinois: Charles C. Thomas, 1970.

   pp. 199, Interest-Performance-Capability Checklist
   pp. 200, Physical Development Instrument
   pp. 201, Social Development Scale
   pp. 202, Emotional Development Appraisal
   pp. 203, Parent Inventory

2. Williams, Frank E., A Total Creativity Program, Englewood Cliffs, New Jersey: Educational Technology Publications, Inc., 1972.
   Volume I, "Identifying and Measuring Creative Potential"
   Volume III, "Teacher's Workbook" (Lists and checklists of pupil thinking and feeling behaviors)

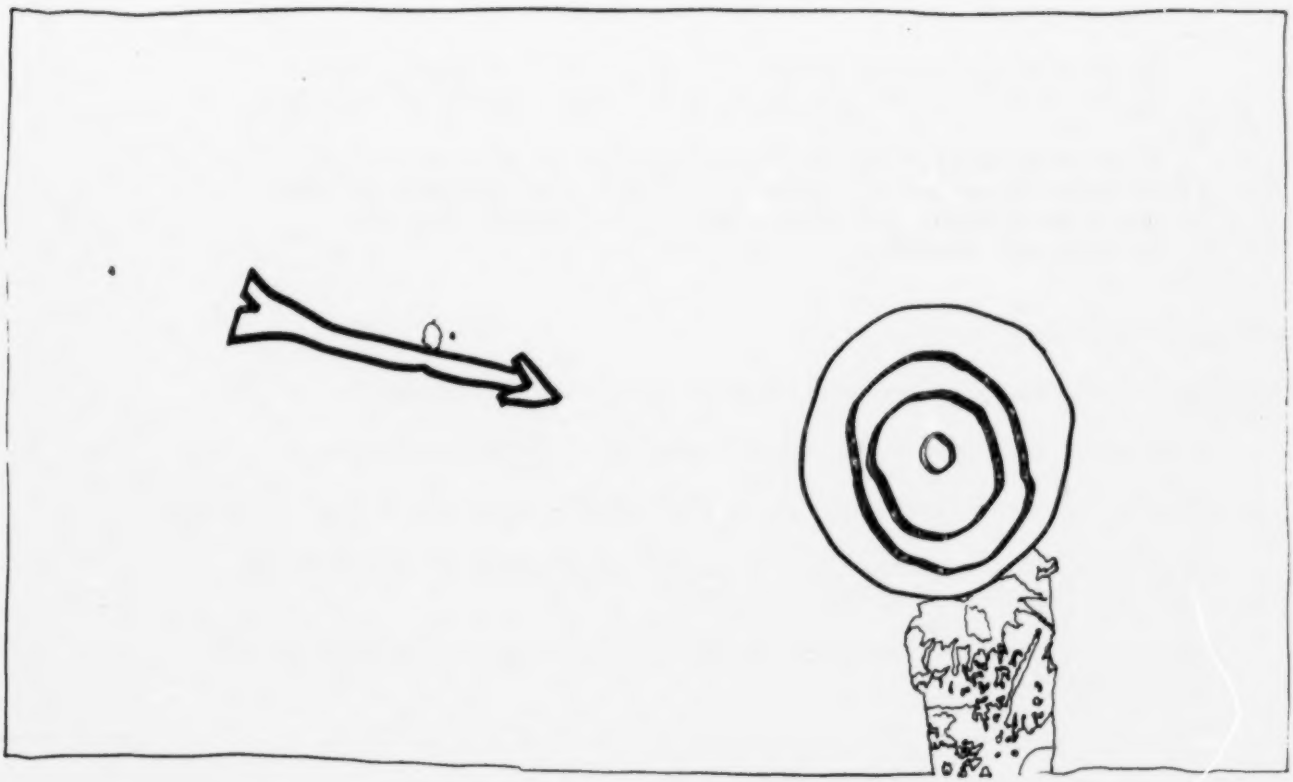
3. Meeker, Mary N , "A Rating Scale for Identifying Creative Potential" (See Appendix C)

Personality Assessment- Utilize interviews

Other Factors - Add any other evidence that would aid a placement committee in making decisions about the child.

PLACEMENT

A committee composed of teachers, psychologists, and administrators should study and evaluate all the collected data. The committee then decides on acceptance of the child and his placement in a given program, if selected.



Goals & Objectives

GOALS AND OBJECTIVES

What are program goals for the gifted?

The goals for a program for the gifted are:

to provide a learning atmosphere which will enable the gifted child to develop his potential and exceptional abilities particularly in the areas of decision-making, planning, performing, reasoning, creating and communicating which makes him unique;

to provide an opportunity for the student to utilize his initiative, self-direction and originality in dealing with problems;

to provide the environment for realistic goal setting in which the student accepts responsibility as evidenced through the selection of projects and programs which are designed to aid in developing and expanding his cognitive and affective abilities and to broaden his field of personal reference;

to provide activities which incorporate a multi-media, multi-level, interdisciplinary approach and for transfer of learning;

to provide an opportunity for relationships and experiences in order to extend his experiential horizons, project greater goals for himself and gain a sense of responsibility and intellectual freedom.

What are objectives?

Objectives for leaders of programs for the gifted will include:

-Developing a framework for identification of gifted children;

-Developing information for educational staffs regarding gifted children;

-Developing ongoing components for staff development of current and aspiring teachers of gifted children;

-Developing community programs geared to understanding of programs for gifted children.

Program I

Gifted pupils have varied interests and abilities. Consequently, in planning educational programs for the gifted, individualization should be stressed. Subject matter and skills, the type of learning materials, including the strategies utilized in teaching the gifted need to be selected with a specific gifted population in mind. Within given counties, the program for gifted pupils will be more effective if based on clearly stated behavioral objectives (as they apply specifically to the gifted) and a thorough study of the identified gifted students. Curriculum and program may then be planned from the results of the individual child study.

What forms might a gifted program take?

The County program may take a variety of forms, depending on the following:

(1) number of gifted children identified;

(2) the available or obtainable resources in the community, both human and physical;

(3) the local educational point of view.

Administrative arrangements such as grouping, special interest classes or grade-skipping, are devices only. They do not, in themselves, constitute a program. However, they may be utilized to facilitate individualized instruction for gifted pupils.

GROUPING can be defined as pupil classification according to one or more criteria for instructional purposes. Both criteria and purposes for grouping need to be clearly formulated and carefully applied for the procedure to be educationally sound.

ACCELERATION is a process of advancing through the usual pattern of grades or subject matter at a rate that exceeds normal. For gifted pupils, this may take several directions. One caution to be observed is the need to avoid gaps in skills and conceptual development. To avoid gaps, careful assessment of these skills should be an integral part of the program of individualization.

ENRICHMENT refers to the attainment of wider and deeper meanings concerning a topic of study. For the gifted, the range of enrichment possibilities is infinite and should be the goal toward which individualized programming may be directed. An enriched curriculum or enriched learning experience for gifted involves an emphasis on generation of knowledge, including analysis of relationships between facts and concepts.

Program II

What are specific alternatives or differential program possibilities?

I. SPECIAL GROUPING POSSIBILITIES

A. Special Classes. Full-time classrooms, composed of highly gifted youngsters, whose needs cannot be met in the regular classroom, and other gifted youngsters. These classes may be grouped in one facility or in feeding schools, or where numbers are sufficient in individual schools. Cross grading of 4,5,6; 4-5,5-6; 1,2,3; or 3-4,1-2; or other combinations may be utilized.

B. Cluster Grouping. Groups of eight to fifteen gifted youngsters may be placed in a class setting. Special activities are planned for the gifted for in-depth study.

C. Homogenous Grouping. A county may structure one or more of its schools in terms of ability grouping. The average child receiving a balanced educational offering, the slower child receiving remedial and specialized instruction, and the gifted receiving exposure to strategies and materials that will be challenging to them.

II. ENRICHMENT IN THE CLASSROOM

A. Independent Study. Individualized projects or studies may be planned in the various subject matter areas which provide opportunities for the gifted student to engage in advanced study and the methodology of research. These studies may offer the student additional information or activities in a given area and would be both horizontal and vertical enrichment.

B. Supplemental Learning Kits. Individualized materials such as the Math Lab, SRA Kits or other commercial instructional items may be made available to allow the student to pursue individual study.

C. Accelerated Subject Matter Units. These units may be provided for the gifted student in the classroom and lend themselves quite well to the higher processes of thought such as analysis, synthesis, and evaluation. Units in subject matter areas may be as widely different as statistics units in mathematics to characterization units in language arts. These units should also reflect the use of advanced methodologies.

D. Team Teaching for Specialized Subject Matter Study. Teachers with specific talents or knowledges may arrange their daily schedules to exchange groups of students for instructional purposes. That is, students with interests or talents in specific subject matter may meet with one teacher, while other students with interests or talents in different areas meet with other instructors. In this way, teacher talent is utilized. These co-operative arrangements may cut across grade levels as well as schools whenever necessary to meet the needs of the students.

E. Small Group Instruction. Seminars of gifted students may be arranged to meet daily or weekly to discuss specific topics or reading materials. These seminars can be handled by volunteer resource people, teachers or a consultant. In some cases, secondary students may be utilized as enrichment leaders.

F. Lecture/Demonstrations. Resource people from the community, teachers with expertise in specific areas or consultants may provide large group experiences. These may involve the acquisition of skills such as art techniques, or experiences geared to the discussion of ideas such as simulated United Nations meetings or knowledge building, such as special guest speakers.

III. ACCELERATION AND ADVANCED PLACEMENT

A. Advanced Classes. Advanced subject matter offerings including differential strategies may be offered at both the elementary, middle and secondary areas.

B. Early Entrance. Bright children may be placed in the first grade before five and in the kindergarten before the age of four. Individual sections for bright students may include one half of kindergarten and one half of first grade to be followed by second grade. These children, in many cases, are reading and writing or evidencing advanced aptitude for both.

C. College Classes. Advanced placement exams may be taken by graduating seniors who may achieve sophomore standing. High school juniors and seniors may also enroll on college campuses for advanced courses which are not available on campuses in the county high schools.

IV. PLACEMENT IN SPECIAL SETTINGS

A. Special Seminars. Small group seminars at local colleges or universities in co-operative teacher training-community service projects.

B. Special Lecturers. Community resource individuals can be encouraged to give lectures which are community service and co-operatively attended by citizens and students. These individuals may be local artists, scientists, educators, etc.

C. Individual or Small Group Counseling. Opportunities for counseling may be arranged for gifted students involving personal, educational or vocational guidance. Individuals trained in group dynamics and techniques can encourage gifted students to discuss and analyze areas of concern such as sibling rivalry, dating, problems with parents, etc.

D. Tutorials. Qualified parents, students, community volunteers and teachers may volunteer to meet on a regular basis with a student who has particular interest or need that cannot be met in the regular confines of the classroom, i.e., a computer technologist working with a junior high student interested in computer programming or a budding 4th grade poet working with a professional poet.

E. Field Trips. Supplementary field trips to areas of interest in and near the county can be an educational extension of subject matter experiences in the classroom, e.g., museums, restored period homes, art exhibits, fossil quarries, industries or technological exhibits.

F. Travel. Summer travel and weekend travel with guides may be arranged as experiences planned to extend studies in social science areas in particular. A good example would be the opportunities to travel with the Explorer's Club to actual digs with anthropologists and archaeologists.

G. Summer School Enrichment Classes. Opportunities for self-contained classes to provide in-depth study of student selected major topics as well as the flexibility to explore new areas of interest. Interaction with master teachers and peers, volunteer experts in particular fields of interest to the student and unique exposure to the arts in various forms are especially emphasized.

V. SPECIALIZED INSTRUCTION FOR THE DEVELOPMENT OF UNIQUE TALENT

A. Dance, Music or Drama for the Expressive Arts

B. Fine Arts Instruction

C. Manual Arts and Crafts

D. Literary Arts With Emphasis on Creative Writing

E. Industrial Arts

F. Linguistics

Creativity

CREATIVITY

Why encourage creativity?

For creativity to flourish, individual questions and contributions of gifted students need to be accepted as being worthy of consideration. For an individual to be a happy, useful member of society, he must possess good mental health. Many studies also indicate that creative ability may lead to higher achievement. Comprehensive studies of great people (Terman, 1925) reflect creativity being correlated with achievement in all endeavors and indicate that creative people achieve occupational success.

Lastly, if civilization is to continue to progress, all of man's abilities need to be utilized. Today more than ever, creative, inventive, and imaginative minds are in demand.

What is Brainstorming?

A procedure often used to increase fluency is called brainstorming. Students are asked to give as many meanings as they can think of for a word or as many ideas concerning a situation or problem. The following four steps describe brainstorming (Gallagher, 1971):

1. No Criticism Allowed. Free flow of ideas can be stifled by sharp critical remarks or scorn by peers or teachers. Our temptation to point out faulty answers needs to be quickly checked. Students need to KNOW in advance that no critical comments will be entertained for the moment. Evaluation comes later.
2. The More the Better. Students can accept the notion that the greater the number of ideas presented, the more likely the chance of good ideas evolving. A premium is set on unusual or unique ideas.
3. Integration and Combination of Ideas Welcomed. Students are alerted to the possibility of combining or adding to previous ideas of others.
4. Evaluation After All Ideas Have Been Presented. Teachers evaluate when fluency or inventiveness of the class is lagging and, at that point, may encourage Evaluative Thinking on the part of the gifted students.

What do we mean by Divergent Productive Thinking?

Divergent productive thinking involves originality, showing flexibility and calling for a variety of output. It leads to independent mindedness and individuality. The product is a chain reaction of ideas, leading to fluency. The rationale for using divergent questions to introduce an activity is that since it does not depend on information, more pupils feel free to become involved, especially since the atmosphere is free and accepting of all contributors.

What are examples of divergent questions?

(1) List all the words you can think of that show onomatopoeia: (words such as clack, crash, bow-wow, buzz, toll,squish)

(2) What would happen if there were no sunshine? (loss of energy cycle, and its impact and change in human behavior can be explored)

(3) What would happen if clocks ran backwards? (The entire concept of time can be explored)

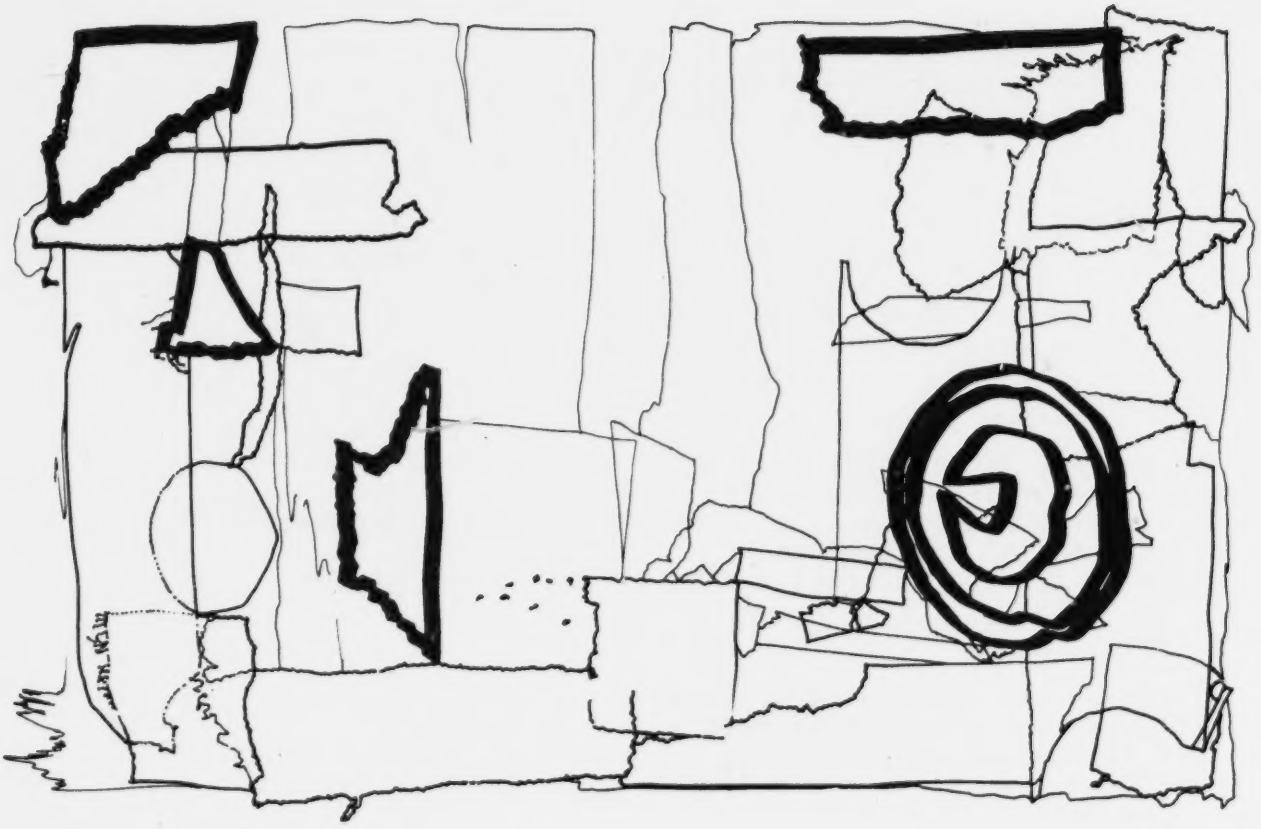
What are the stages of the creative process?

Preparation is the stage where the problem is investigated from all directions. It is primarily problem-identification and involves fact gathering.

Incubation is the stage in which the student is not consciously thinking about the problem. It is an internal mental process associating new information with past information. Reorganization of the information goes on without the individual being directly aware.

Illumination is the stage wherein the student sees the idea, the concept or solution to the problem.

Verification is the stage in which the idea which has been obtained through the first three stages is tested for its validity.



Teacher Selection

TEACHER SELECTION CRITERIA

What special characteristics are needed for teachers of the gifted?

CREATIVITY IN:

thinking
classroom management
teaching strategies
utilizing materials
planning educational experiences
use of community resources

ORGANIZATIONAL SKILLS IN:

curriculum;
utilizing physical environment;
locating and working with community resource people;
classroom management

ENTHUSIASM FOR:

the learning process;
the development of a gifted program;
the individualization of learning;
creativity in teaching and learning

WARMTH AND SINCERITY:

in accepting and encouraging individual differences and non-conformity of gifted children;
for fellow professionals and colleagues;
in working with parent relationships

KNOWLEDGE IN:

the area of gifted children, their needs and characteristics;
one field or area of expertise;
the problem solving methods utilized to relate various fields;
broad areas or disciplines;
teaching strategies specifically geared to the gifted

FLEXIBILITY IN:

utilizing the physical environment;
utilizing a variety of materials and equipment;
structuring and restructuring interest and learning groups;
modifying lessons to capitalize on opportunities for spontaneous learning

RESOURCEFULNESS IN:

locating supplementary materials;
identifying resource individuals;
locating sites for meaningful educational experiences

SPECIFIC OBJECTIVES FOR TEACHERS OF GIFTED CHILDREN WILL INCLUDE OPPORTUNITIES FOR STUDENTS TO:

Acquire independence as demonstrated by (1) accepting responsibility for their own learning; (2) intrinsic motivation; (3) initiative; (4) flexibility; (5) resourcefulness; (6) persistence and ; (7) making value judgements.

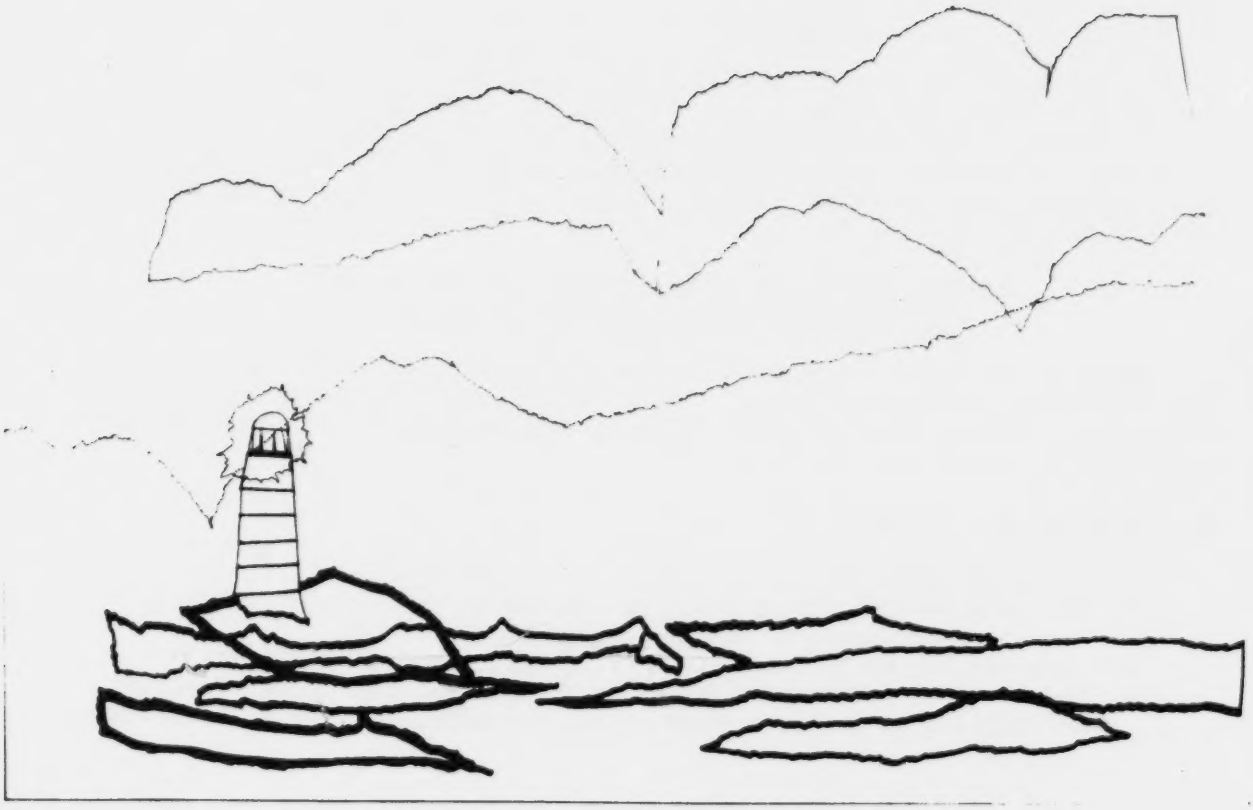
Demonstrate development of affective skills by (1) acceptance of self; (2) maturity in accepting responsibility; (3) respect for others; and (4) willingness to participate in groups.

Demonstrate ability to plan by (1) self directing own activities; (2) making own choices; (3) setting own goals; (4) organizing own time; and (5) finding and organizing materials of own choice.

Implement creative thinking as exemplified by (1) generating own ideas; (2) seeing many aspects of one thing; (3) making generalizations; (4) applying ideas; (5) predicting from present ideas; and (6) stating insight.

Implement critical thinking as exemplified by (1) making own investigations, differentiations and associations; (2) analyzing and (3) synthesizing ideas; (4) interpreting (5) applying and (6) developing concepts.

Evaluate himself on (1) use of own time; (2) realization of reaching goals; (3) reflecting, considering, and reviewing; (4) making judgements on products, contents and processes; and (5) satisfaction with decisions.



Guidance & Counseling

GUIDANCE AND COUNSELING OF PARENTS

What are the guidelines for parent involvement?

In the past, educators of the gifted have balked at involving the parent in the educative process and those more courageous individuals who sought to establish a working relationship with parents, found that the parent resisted suggestions by the "expert". As we can no longer afford the luxury of not enlisting co-operation between the school and parent, four important guidelines in the form of parental needs are suggested.

PARENTS NEED TO BE MADE AWARE OF THEIR IMPORTANCE IN THE EDUCATIVE PROCESS OF THE GIFTED

Before a parent can be meaningfully involved with the gifted student and his teacher in the learning process, he must be brought up to date on his role in providing a responsive environment for fostering development of giftedness. As soon as a child is involved in the gifted program, the initial contact with the parent should be one of establishing rapport and giving concrete information as to the child's strengths and weaknesses followed by enumerating specific suggestions as to what can be done at home, i.e., a specific weakness in low visual memory could be helped through games such as hide the bean, looking for visual clues in pictures, or enumerating items placed on a table, before and after blindfolding...During this time the parent would be notified of the next parent meeting for gifted education and urged to attend. After this initial informative contact with the school, the parent would leave with a feeling of being a valued and involved part of the educative-team for the child.

PARENTS NEED TO BE GIVEN INFORMATION CONCERNING THE SPECIFIC NATURE AND NEEDS OF GIFTED

Being a parent of a gifted child can be a trying ordeal, as well as a pure joy, depending on various factors. These factors should be given to parents in straight forward input sessions. Parents can greatly benefit from seminars dealing with topics such as:

Why do gifted not function?

1. Learning level may be too simple or too difficult;
2. Learning methods may be directly opposed to his mode of learning;
3. Learning may appear to have no reason to the child;
4. Learning may be taking place with no opportunity to apply it;
5. Learning the information may be important, but the "doing" involved in securing an adequate grade, i.e., homework, may bore a gifted child.

PARENTS NEED TO BE INVOLVED IN OPPORTUNITIES FOR BUILDING PROBLEM-SOLVING SKILLS TO FORM ALTERNATIVES

The child study leadership technique lends itself beautifully to working with parents of the gifted. In utilizing this technique, the leader/educator, leader/social worker, or leader/psychologist quickly establishes rapport with the group and works toward the identification of specific problems to be utilized in securing group alternatives. Initial input sessions can stimulate individual parents to identify a personal concern such as underachievement, thus allowing the entire group to function as a unit in securing multi-ideas tried by the individual parent.

Three central ideas can be achieved quite early with parent groups in child study interactions; those of 1) control, 2) support and 3) involvement. That is, the parent must evidence to the child that he is in control and set realistic limits for him. The parent must support the gifted youngster in his efforts to be creative, to assert himself, to explore--in essence to grow. And lastly, the parent must be involved in the learning process of the gifted by providing a responsive environment consisting of materials, people and ideas.

PARENTS NEED TO BE AWARE OF THE FIELD OF GIFTED EDUCATION AS WELL AS INVOLVED IN THEIR OWN GIFTED CHILD'S EDUCATION

When parents realize that the input of a gifted program can often upgrade education for an entire school, they begin to look toward the larger picture and become more 'outcentered'. At the same time, parents will in many cases ease the pressure that they have subtly been placing upon their gifted youngster which often is debilitating. An active parent involved in total education will allow the gifted child time for himself and will be modeling a 'social concern' that is ever so meaningful in helping the gifted child to establish his own worthy values.

SUMMARY

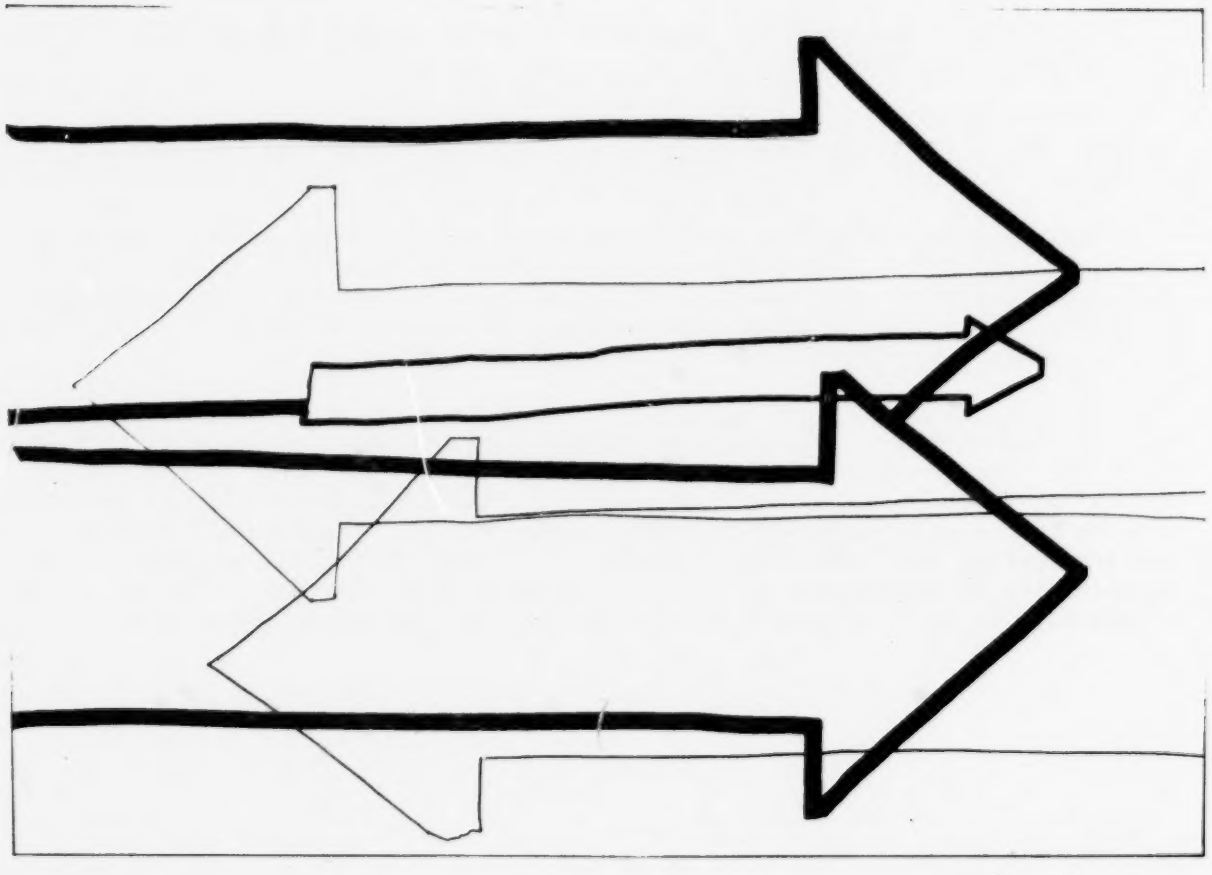
With the increased interest in early childhood education, parents will of necessity be involved in the educative process. It is urged that they be involved in gifted education as early as possible. Four areas of parental need are:

1. PARENTS NEED TO BE MADE AWARE OF THEIR IMPORTANCE IN THE EDUCATIVE PROCESS OF THE GIFTED

2. PARENTS NEED TO BE GIVEN INFORMATION CONCERNING THE SPECIFIC NATURE AND NEEDS OF THE GIFTED

3. PARENTS NEED TO BE INVOLVED IN OPPORTUNITIES FOR BUILDING PROBLEM-SOLVING SKILLS - TO FORM ALTERNATIVES

4. PARENTS NEED TO BE AWARE OF THE FIELD OF GIFTED EDUCATION AS WELL AS INVOLVED IN THEIR OWN GIFTED CHILD'S EDUCATION



Communication

COMMUNICATION

Communication is a vital element in any successful school program; however, it becomes even more important when a special program with a selected group of children is being developed.

Three specific groups with whom open, two-way channels must be maintained are: parents, administrators, and classroom teachers.

PARENTS

Parent support and cooperation are inherent elements in a successful program for gifted children. Parents of eligible children should be informed as to plans and programs before their child enters such a program.

A systematic and organized method of reporting student progress and participation should be employed.

Parents should be encouraged to utilize their talents in the classroom. Parents should always be informed about any program change involving their children.

Most programs for gifted have no designated fund for transporting children for field experiences. Parent involvement in such endeavors can result in additional benefits. Such participation provides parents with an insight into program plans and goals, while simultaneously providing the needed "wheels" for moving children out into worthwhile community activities.

Parents often need continuing help in understanding and providing for their gifted children. Accordingly, teachers need to encourage parents to talk about the home behavior of their children, and in turn share the performance of the gifted child at school with the parents. This close cooperation of the home and the school will become an important factor in helping gifted children to use and develop their abilities. Parents share with the school an important responsibility in helping the gifted child to achieve his maximum potential. Some of the ways in which parents can supplement and extend the school program are:

1. Share an interest in reading with the child- read and discuss with them the books they are reading; Be sure they have a library card and many opportunities to use it.

2. Encourage originality - help the child make his own toys, projects, or models from wood, clay, or other materials which may be available.

3. Encourage questions - help the child to find books or other sources which can provide answers rather than attempting to answer all of the questions.

4. Stimulate creative thinking and problem solving - encourage the child to try out solutions without fear of making mistakes. Help him to value his own thinking, learn from his mistakes, and encourage him to try again.

5. Foster good work habits - help the child to plan his work and then be sure he completes his plan. This applies to daily tasks at home and in the community as well as school work.

6. Find time for the family to talk together about many different things- help the child work toward expressing himself better.

7. Take trips together to places of interest - to museums, exhibits, fairs, government and community agencies.

8. Encourage a variety of experiences - help the child to become interested in many activities and develop hobbies.

9. Allow for some free time - encourage the child to wonder, to engage in reflective thought, and to appreciate the world around him.

10. Be a real companion to the child--explore and share each other's thinking. Enjoy the ch . and help him to remeber his childhood with pleasure.

Parents should be asked to assist regularly with program evaluation. A questionnaire asking for open-ended responses allows for valuable feed-back.

A parent organization can prove very helpful in pressing for legislation; informing community groups of program plans and needs; and giving support in a variety of ways. This organization should be affiliated with the Florida Association for the Gifted, (FLAG) and The Association for Gifted (TAG), which is a member organization of the National Council for Exceptional Children.

ADMINISTRATORS

The development of a program for gifted children should be established upon the foundation of policies adopted by the local school board and appropriate for conditions in that district.

An on-going, successful program is more nearly assured if the planning includes all administrative personnel from the superintendent to the individual school principals -- particularly those where the school houses one or more teaching units.

Principals should be involved in decisions regarding curricular change. Regardless of how excellent an idea for innovative change may be, it should be implemented only if the principal views it as a worthwhile plan for improving the school's program.

Evaluation of the program should include the principal. Evaluation data and summary should be submitted to school administrators.

In order to provide adequate leadership, the principal must be well informed about gifted children in his own school and other factors relative to meeting their needs. The kind of leadership exercised by the principal will directly affect the program.

CLASSROOM TEACHERS

Most programs for gifted children in Florida provide for a limited portion of the students' time to be spent in a resource room or enrichment center with a specially trained teacher or teachers.

The majority of the students' educational time is spent with regular classroom teachers, therefore it is necessary for these teachers to be in close communication with the teachers of the Gifted.

Suggested ways for communication with classroom teachers:

1. Meetings

    a. Teachers of the gifted may be invited to explain their program to total school faculties.

    b. Teachers of the gifted may need to plan meetings for small groups of teachers with whom they share some educational responsibilities.

    c. Telephone conferences.

    d. Individual conferences may prove helpful in some cases.

2. Written Communication

   a. Newsletters may be sent to classroom teachers, to inform them of activities, projects, etc.

   b. Written evaluation of child's progress.

   c. Ideas for use with regular classes may be shared.

3. Visitation

   a. Classroom teachers are encouraged to visit programs which serve their children.

   b. Parents who are certified substitutes and who have children in a gifted program may provide volunteer substitute service, to allow classroom teachers to visit gifted programs.

The gifted child represents a threat to some teachers. When this threat is coupled with having the child taken out of his regular setting and spending some time with a specially trained teacher, the threat is compounded and requires careful and tactful handling. The problem of interpreting the right of children to deviate upward is very difficult. One of the recurring problems of the teachers of the gifted may well be that of assisting classroom teachers to accept the gifted child and give him the freedom he needs to explore and develop his unique talents.

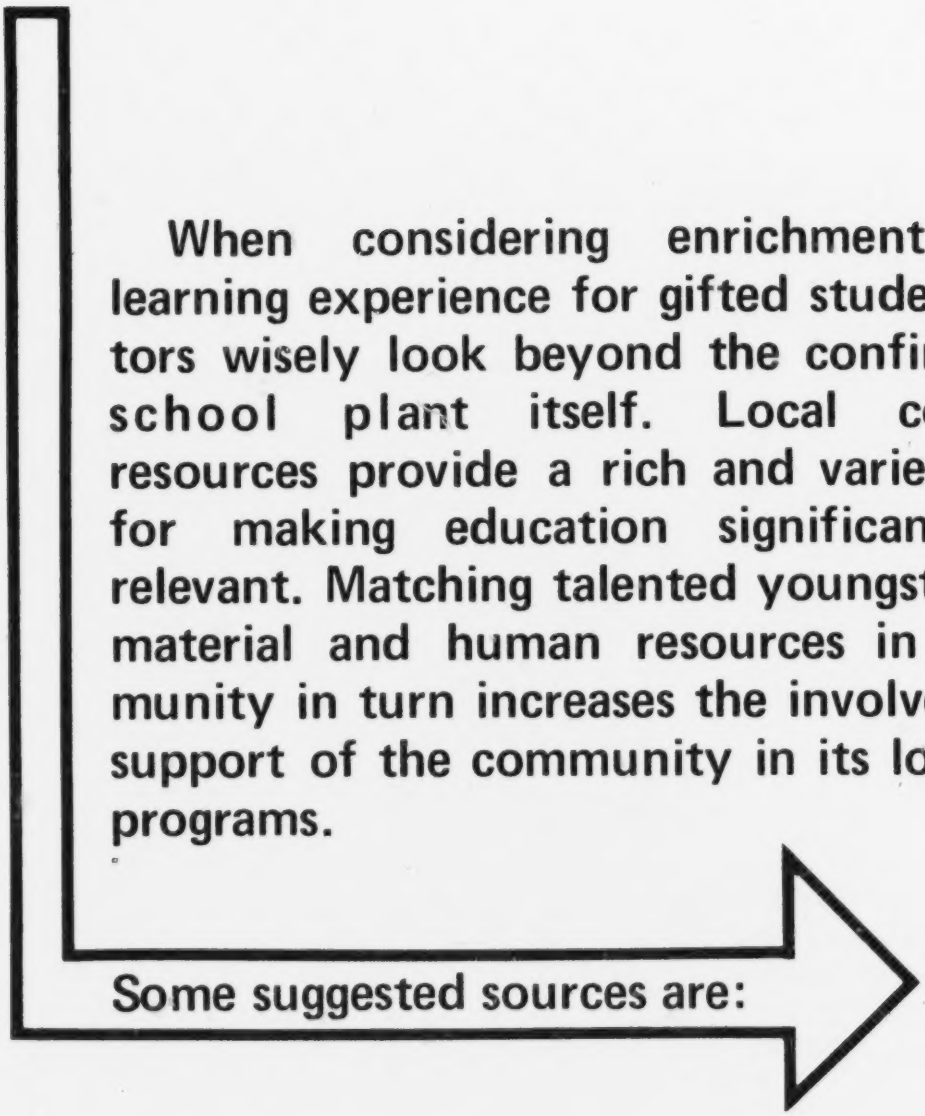
Community Resources

COMMUNITY RESOURCES

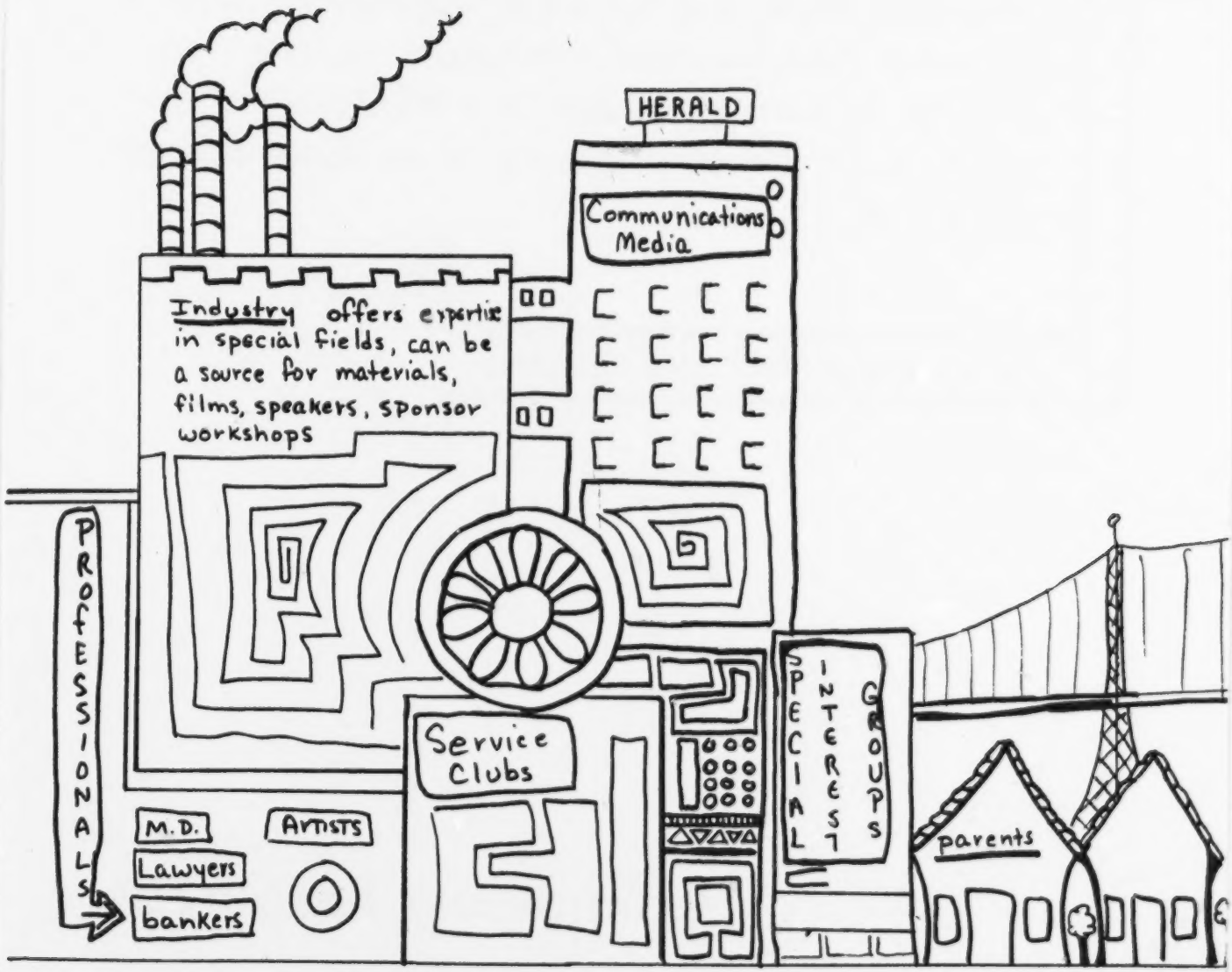
Some suggested sources are:

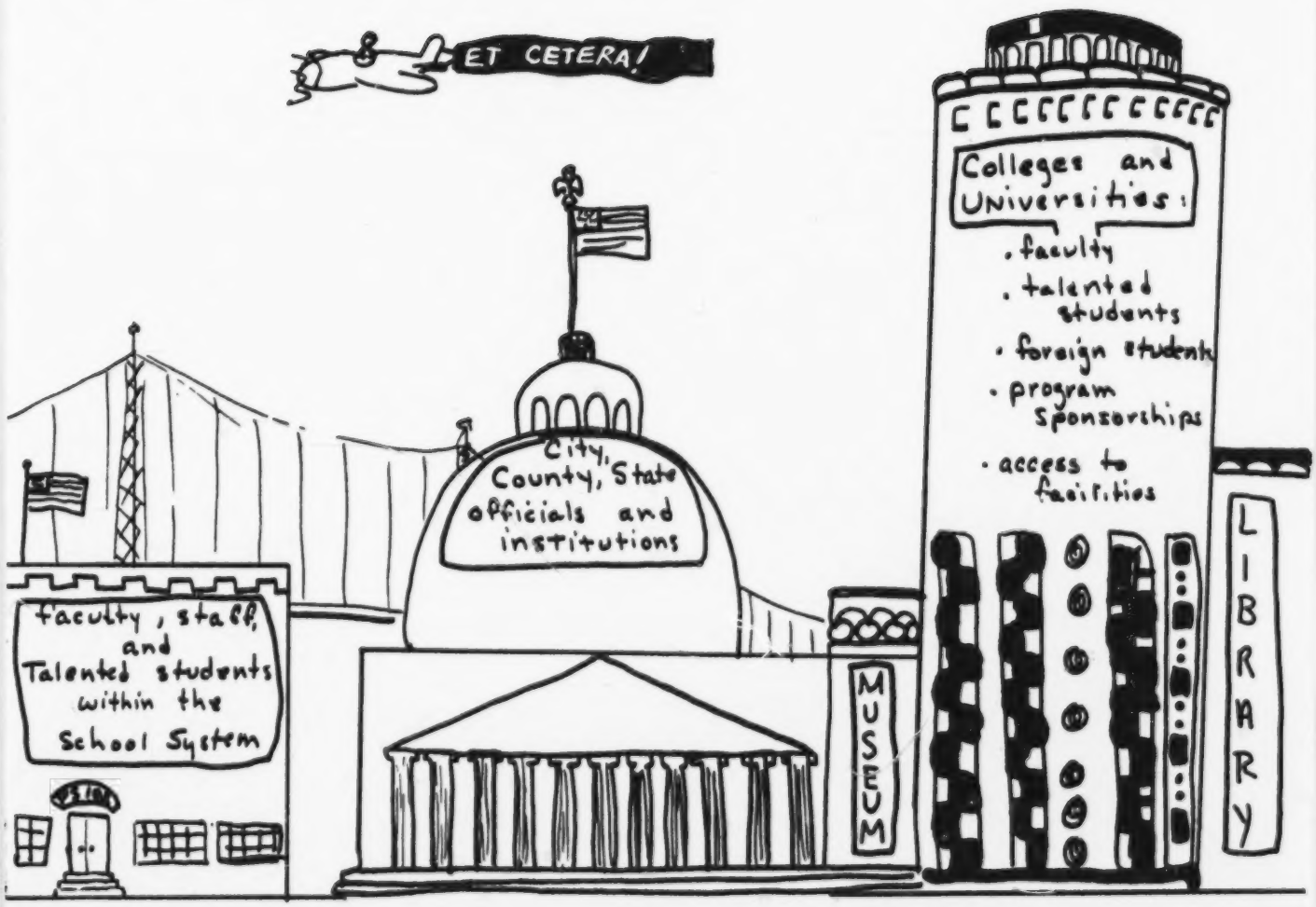
1. Industry - engineers, architects, chemists, etc.
2. Local colleges and universities - faculty offered enrichment classes for talented junior high students.
3. Special interest groups - Audubon Society, League of Women Voters, Art Guilds, etc.
4. Professionals - doctors, lawyers, bankers, professors, horticulturists, artists, etc.
5. City, county, state officials and institutions
6. Talented parents or faculty
7. Students themselves
8. Local service clubs
9. Foreign student exchange
10. Museums, libraries
11. Vocational and technical schools
12. Newspapers, radio-TV stations

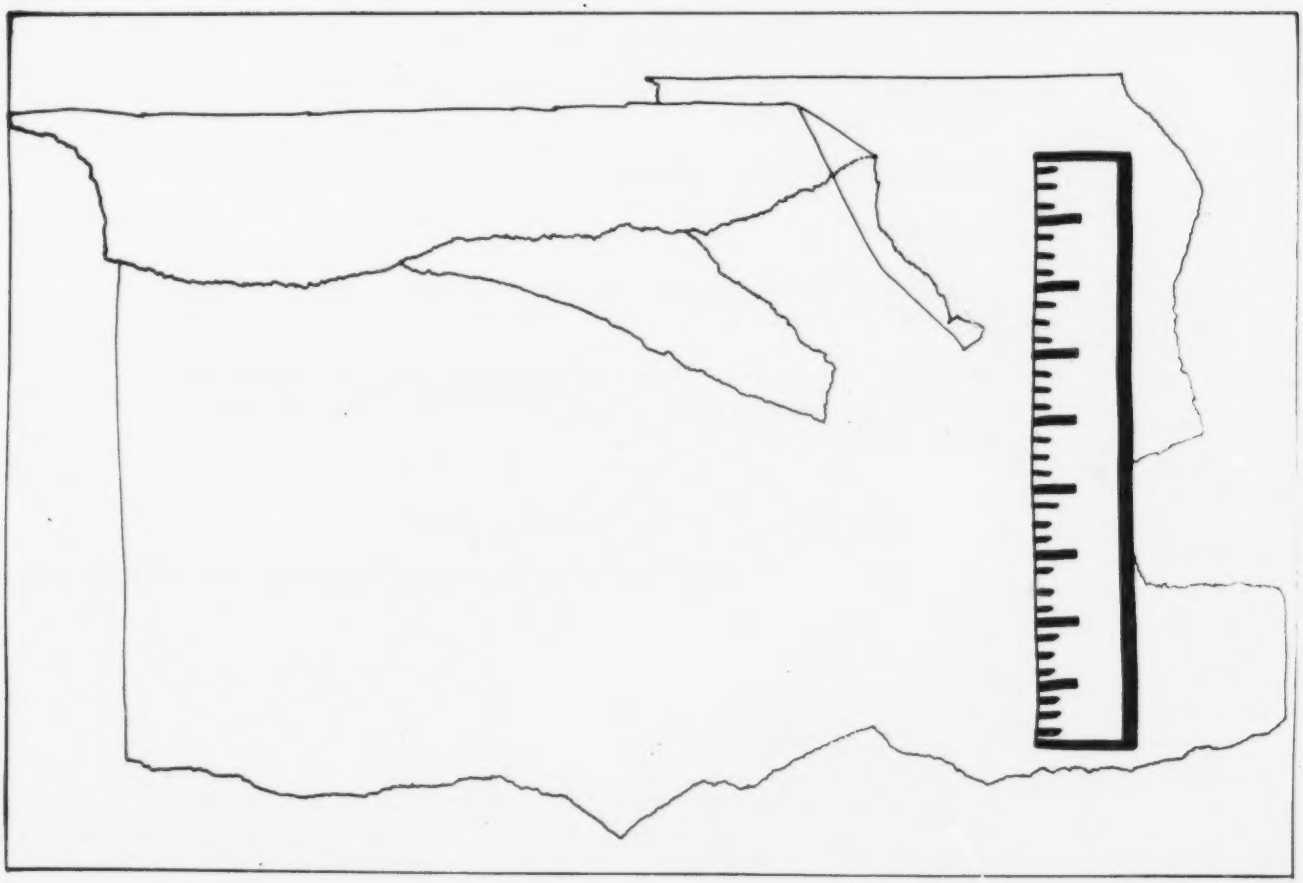
When considering enrichment of the learning experience for gifted students educators wisely look beyond the confines of the school plant itself. Local community resources provide a rich and varied impetus for making education significantly more relevant. Matching talented youngsters with a material and human resources in the community in turn increases the involvement and support of the community in its local school programs.



Community Resources


HERALD
Communications Media
Industry offers expertise in special fields, can be a source for materials, films, speakers, sponsor workshops
PROFESSIONALS
M.D.
Lawyers
bankers
ARTISTS
Service Clubs
SPECIAL INTEREST GROUPS
parents


ET CETERA!
Colleges and Universities:
• faculty
• talented students
• foreign students
• program sponsorships
• access to facilities
City, County, State officials and institutions
faculty, staff, and Talented students within the School System
MUSEUM
LIBRARY



Evaluation

EVALUATION

How can student performance be assessed?

Once a student is accepted into a program there should be a periodic diagnosis of the student in terms of capability, performance, interests and motivation. The results, of course, would have a bearing upon lessons and program evaluations.

Examples of diagnostic and assessment techniques are:

1. Individualized conferences, counseling, and tutoring ;
2. Group counseling ;
3. Rap sessions, peer counseling, magic circle and boundary breaking ;
4. Psychological tests, examinations and inventories;
5. Sociograms;
6. Systematic reporting for students, parents, and school personnel;
7. Williams, Frank E., A Total Creativity Program, Englewood Cliffs, New Jersy: Educational Technology Publications, Inc., 1972.

   pp. 1-13, Aids for Assessing Pupils

   pp. 14-16, Aids for Compiling and Diagnosing Pupil Assessments

How can programs for the gifted be evaluated?

The evaluation procedures should be in terms of the program's basic objectives. The evaluation design should collect data for program validation, follow-up, and modification of curriculum and pupil behavior.

Examples for evaluating classroom climate and lessons are Appendices E and F.

Examples of teacher self-evaluation instruments are Appendices D, G, and H.

Suggested evaluation designs for gifted programs are Appendices I, J, K and L.

Descriptions of three evaluation models are Appendices M and N.

How can self-concept be assessed?

In Appendix C, you will find the "How Do You Really Feel About Yourself?" Inventory. This is an affective instrument consisting of 50 short sentences which can be used for children at fourth grade or above. It provides children four choices for each sentence, asking them to select the one which they feel is most nearly like them. It is an attitudinal or self-concept scale of how children view themselves.

This inventory may be duplicated for handing out to each child in your class. You might prefer, however, to write the sentences on the board or read them aloud to the class. If you do this, you should make up and reproduce your own answer sheet. Instructions for scoring this inventory and an answer sheet are found in Appendix C. Children should be instructed to choose only one of the four answers provided according to the way they really feel about each sentence. Responses are weighted and a total raw score of 100 points is possible.

A suggestion is also made that you may want to give this inventory in the fall and again the late spring of the school year. In this way, as you work with and encourage children to be creative throughout the school year, you can discover possible modifications to their feelings about themselves. By comparing fall total scores or individual feeling scores with the same scores made on the inventory in the spring, you can begin to better understand children's feelings and how they change.

DADE COUNTY PUBLIC SCHOOLS
SOUTH CENTRAL DISTRICT

RATING SCALE FOR FIRST-GRADE PUPILS

DIRECTIONS: Please place an X in the square beside each question which BEST describes the pupil.

	NO	YES
1. Is the pupil able to read two years above grade level?	____	____
2. Can the pupil recognize the number and sequence of steps ina specified direction?	____	____
3. Can the pupil recognize the properties of right angles in a geometric figure?	____	____
4. Can the pupil identify a three-dimensional object from a two-dimensial projection and/or a two-dimensional object from a three-dimensional projection?	____	____
5. Does the pupil form sets and subsets?	____	____
6. Does the pupil understand the concepts of place value?	____	____

	Seldom or never	Occasionally	Frequently	Almost always
7. Can the pupil create a short story for a familiar subject?	____	____	____	____
8. Can the pupil interpret stories and picture in his own words?	____	____	____	____
9. Does the pupil display curiosity by asking questions about anything and everything?	____	____	____	____

	Seldom or never	Occasionally	Frequently	Almost always
10. Does the pupil question critically?	____	____	____	____
11. Does the pupil demonstrate flexibility in his thinking pattern and the ability to communicate this to others?	____	____	____	____
12. Does the pupil perform independently?	____	____	____	____
13. Can the pupil complete the missing parts of an incomplete, familiar picture by drawing the parts in their proper perspective?	____	____	____	____
14. Does the pupil exhibit superior ability in performing in an organized physical activity and obeying the rules?	____	____	____	____
15. Does the pupil make associations between sounds and their symbols?	____	____	____	____
16. Does the pupil tend to dominate others and generally direct the activity in which he is is involved?	____	____	____	____
17. Does the pupil appear to be happy and well adjusted in school work, as evidenced by relaxed attitude, self-confidence and pride in work?	____	____	____	____
18. Does the pupil demonstrate tendencies to organize people, things and situations?	____	____	____	____
19. Does the pupil follow through with tasks that initially he was motivated to do?	____	____	____	____
20. Does the pupil readily adapt to new situations; is he flexible in thought and action; and does he seem undisturbed when the normal routine is changed?	____	____	____	____
21. Does the pupil seek new tasks and activities?	____	____	____	____

22. Is the pupil cooperative; does he tend to avoid bickering; and is he generally easy to get along with? ___ ___ ___ ___

23. Is the pupil self-confident with pupils his own age and/or adults; seems comfortable when asked to show his work to the class? ___ ___ ___ ___

PLEASE DO NOT MARK BELOW THIS LINE

Column Total	___	___	___	___
Weight	___	___	___	___
Weighted Column Total	___	___	___	___
Total	_____			

DADE COUNTY PUBLIC SCHOOLS
SOUTH CENTRAL DISTRICT

Rating Scale for Kindergarten Pupils

DIRECTIONS: Please place an X in the square beside each question which BEST describes the pupil.

A. LANGUAGE	No	Yes
1. Is the pupil able to read?	___	___
2. Does the pupil's speech and sentence patterns indicate he is ready to read?	___	___
3. Does the pupil understand his relationship in such words as up - down, top - bottom, big - little, far - near?	___	___
4. Does the pupil follow a three-step direction?	___	___
5. Does the pupil remain on task for a minimum of 25 minutes?	___	___

B. PSYCHOMOTOR ABILITIES

	No	Yes
1. Can the pupil skip, throw and catch?	____	____
2. Does the pupil exhibit coordination by being able to bounce a ball or tie shoelaces?	____	____
3. Can the pupil reproduce a five-beat rhythm pattern?	____	____
4. Can the pupil draw a person?	____	____
5. Can the pupil complete the missing parts of an incomplete familiar picture by drawing the parts in their proper perspective?	____	____
6. Can the pupil reproduce a three-dimensional design?	____	____
7. Can the pupil hear likenesses and differences in the beginnings of words; e.g., hill-bill, feet-treat, boat-coat?	____	____

C. MATHEMATICS

1. Can the pupil repeat five digits forward and three reversed?	____	____
2. Can the pupil join and separate a sequence of sets?	____	____
3. Can the pupil recognize and understand the value of coins (penny, nickle, dime and quarter)?	____	____

D. CREATIVITY

	Seldom or never	Occasionally	Frequently	Almost always
1. Can the pupil interpret stories or pictures in his own words?	____	____	____	____
2. Can the pupil predict possible outcomes for a story?	____	____	____	____
3. Can the pupil create rhymes which communicate?	____	____	____	____
4. Does the pupil offer solutions for problems that are discussed in the classroom?	____	____	____	____

	Seldom or never	Occasionally	Frequently	Almost always
5. Does the pupil display curiosity by asking many questions or by other types of behavior?	___	___	___	___
6. Does the pupil question critically?	___	___	___	___
7. Does the pupil explore new ideas or invent new ways of saying and telling?	___	___	___	___
8. Does the pupil perform independently?	___	___	___	___

E. GENERAL CHARACTERISTICS

1. Does the pupil readily adapt to new situations; is he flexible in thought and action; and does he seem undisturbed when the normal routine is changed?	___	___	___	___
2. Does the pupil seek new tasks and activities?	___	___	___	___
3. Is the pupil cooperative; does he tend to avoid bickering; and is he generally easy to get along with?	___	___	___	___
4. Does the pupil tend to dominate others and generally direct the activity in which he is involved?	___	___	___	___
5. Does the pupil appear to be happy and well adjusted in school work, as evidenced by relaxed attitude, self-confidence, and pride in work?	___	___	___	___

PLEASE DO NOT MARK BELOW THIS LINE

Column Total	___	___	___	___
Weight	___	___	___	___
Weighted Column Total	___	___	___	___
Total			___	

RATING SCALE #1: PUPIL LEARNING CHARACTERISTICS (Grades 2-6 only)

Directions: Please place an X in the square beside each question which BEST describes the pupil.

	Seldom or never	Occasionally	Frequently	Almost always
1. Has verbal behavior characterized by "richness" of expression, elaboration, and fluency.	___	___	___	___
2. Possesses a large storehouse of information about a variety of topics beyond the usual interests of youngsters his age.	___	___	___	___
3. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people "tick"	___	___	___	___
4. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences.	___	___	___	___
5. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others	___	___	___	___
6. Reads a great deal on his own; does not avoid difficult material; may show a preference for biography, autobiography encyclopedias, atlases, travel, folk tales, poetry, science, history and drama	___	___	___	___
7. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.	___	___	___	___

PLEASE DO NOT MARK BELOW THIS LINE

Column Total	___	___	___	___
Weight	___	___	___	___
Weighted Column Total	___	___	___	___
Total			___	

RATING SCALE #2: PUPIL MOTIVATIONAL CHARACTERISTICS (Grades 2-6 only)

Directions: Please place an X in the square beside each question which BEST describes the pupil.

	Seldom or never	Occasionally	Frequently	Almost always
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion--sometimes it is difficult to get him to move on to another topic	___	___	___	___
2. Is easily bored with routine tasks	___	___	___	___
3. Follows through with tasks that initially he was motivated to do.	___	___	___	___
4. Is self-critical; strives toward perfection	___	___	___	___
5. Prefers to work independently; needs minimal direction from teachers	___	___	___	___
6. Is positive and zealous in his beliefs.	___	___	___	___
7. Has tendency to organize people, things and situations	___	___	___	___
8. Is concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people and things	___	___	___	___

PLEASE DO NOT MARK BELOW THIS LINE

Column Total	___	___	___	___
Weight	___	___	___	___
Weighted Column Total	___	___	___	___
Total		___		

RATING SCALE #4: Leadership Characteristics

(grades 2-6 only)

DIRECTIONS: Please place an X in the square beside each question which BEST describes the pupil.

	Seldom or never	Occasionally	Frequently	Almost always
1. Carries responsibility well; follows through with tasks and usually does them well	___	___	___	___
2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class	___	___	___	___
3. Seems to be respected by his classmates	___	___	___	___
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with	___	___	___	___
5. Can express himself well; has good verbal facility and is usually well understood	___	___	___	___
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed	___	___	___	___
7. Seems to enjoy being around other people, is sociable and prefers not to be alone	___	___	___	___
8. Tends to dominate others when they are around; generally directs the activity in which he is involved	___	___	___	___
9. Participates in most activites connected with the school; can be counted on to be there if anyone is	___	___	___	___

Please Do Not Mark Below This Line

Column Total	___	___	___	___
Weight	___	___	___	___
Weighted Column Total	___	___	___	___
Total				___

RATING SCALE #5: TALENTED PUPIL CHARACTERISTICS

SCHOOL_____ TEACHER_____

Place an X in the appropriate square beside each characteristic which best describes the pupil.

PUPIL'S NAME_____

	Seldom or never	Occasionally	Frequently	Almost always
1. Displays a great deal of curiosity about many things	___	___	___	___
2. Generates ideas or solutions to problems and questions	___	___	___	___
3. Sees many aspects of one thing; fantasizes, imagines, manipulates ideas, elaborates	___	___	___	___
4. Applies ideas	___	___	___	___
5. Is a high risk taker; is adventurous and speculative	___	___	___	___
6. Displays a keen sense of humor	___	___	___	___
7. Is sensitive to beauty; attends to aesthetic characteristics	___	___	___	___
8. Predicts from present ideas	___	___	___	___
9. Demonstrates unusual ability in painting/drawing	___	___	___	___
10. Exhibits unusual ability in sculpturing or clay modeling	___	___	___	___
11. Shows unusual ability in handicrafts	___	___	___	___
12. Provides evidences of unusual ability in use of tools	___	___	___	___
13. Shows unusual ability in instrumental music	___	___	___	___
14. Demonstrates unusual ability in vocal music	___	___	___	___
15. Indicates special interest in music appreciation	___	___	___	___
16. Displays ability in role playing and drama	___	___	___	___
17. Demonstrates ability to dramatize stories	___	___	___	___
18. Shows ability in oral expression	___	___	___	___

RATING SCALE # 5 con't

Pupil's Name _____

	Seldom or never	Occasionally	Frequently	Almost Always
19. Demonstrates unusual ability in written expression: creating stories, plays, etc.	____	____	____	____
20. Shows evidence of independent reading for information and pleasure	____	____	____	____
21. Demonstrates ability in dancing; toe, tap, creative	____	____	____	____
22. Displays mechanical interest and unusual ability	____	____	____	____
23. Shows unusual skill and coordination in his gross muscular movements such as ball playing, running	____	____	____	____

DO NOT WRITE BELOW THIS LINE

Column Total	____	____	____	____
Weight	____	____	____	____
Weighted Column Total	____	____	____	____

TOTAL _____

APPENDIX B

"HOW DO YOU REALLY FEEL ABOUT YOURSELF?" INVENTORY

INSTRUCTIONS

This is an exercise which will help you find out how you feel about yourself. Among the following short sentences you will find some that definitely fit you better than others. These should be marked with an X in the "mostly true about me" column. Other sentences will not fit you at all and should be marked with an X in the "mostly untrue (false) about me" column. Still other sentences may explain you a little, but some parts of them do not seem to fit you. These should be marked with an X in the "partly true or untrue about me? column. Those sentences that you cannot make a decision about should be marked in the "cannot really decide" column. Try to first decide if the sentence fits, partly fits, or does not fit you at all before marking the "undecided" column. Mark every sentence, and do not think a long time about the sentence. There are no right or wrong answers. Mark your first feeling as you read each sentence. This is not a timed exercise, but work as quickly as you can. Remember to try and answer each sentence by the way you really feel about yourself. Place an X in the column which you feel is most nearly like you.

	Mostly True About Me	Partly True or Untrue About Me	Mostly Untrue (False) About Me	Cannot Really Decide
1. In my class at school I try to make guesses about things even if I don't know the right answer.	____	____	____	____
2. I am inquisitive about things, for example , like looking into a microscope just to see what I might find.	____	____	____	____
3. I ask my mother, father or best friend many kinds of questions when I do not know something.	____	____	____	____
4. I like a set schedule for doing things at home or in school.	____	____	____	____
5. Before I am willing to take a chance at playing a new game I want to be sure I will win.	____	____	____	____
6. It is easy for me to forget things I know, and dream about things I don't know.	____	____	____	____
7. I believe that if at first I don't succeed, I should keep trying until I do.	____	____	____	____
8. I never suggest playing a game at a party that no one else has thought of.	____	____	____	____

	Mostly True About Me	Partly True or Untrue About Me	Mostly Untrue (False) About Me	Cannot Really Decide
9. I like known ways of doing things rather than trying out new ways.	____	____	____	____
10. It is good to know that very few things should be accepted as certain or completely true.	____	____	____	____
11. I am usually interested in doing different things, rather than the same thing most of the time.	____	____	____	____
12. I prefer making new friends rather than keeping the same old friends.	____	____	____	____
13. I like to daydream about things that have never happened to me.	____	____	____	____
14. Some day I'd like to be a very socially popular person rather than a person talented in art, music or writing.	____	____	____	____
15. Some of my ideas are so exciting that I forget other things.	____	____	____	____
16. I would rather imagine being an astronaut than a business or professional person.	____	____	____	____
17. I get jumpy when things are uncertain and I don't know what's going to happen next.	____	____	____	____
18. I really like things that are different.	____	____	____	____
19. When my opinion differs from that of my parents, I usually wonder what their opinion is and why.	____	____	____	____
20. I enjoy watching a story on TV about history or some event in the past rather than watching a science fiction film about things that can never really happen.	____	____	____	____
21. It does not bother me to join a group of my classmates and to express my ideas.	____	____	____	____

		Mostly True About Me	Partly True or Untrue About Me	Mostly Untrue (False) About Me	Cannot Really Decide
22.	I tend to keep quiet when things do not go well, when I fail, or when I make a mistake.	____	____	____	____
23.	When I grow up I would like to create something never made or thought of before.	____	____	____	____
24.	I like friends who are practical and conventional instead of friends who are "way out".	____	____	____	____
25.	I do not like most rules or regulations.	____	____	____	____
26.	I like to try and solve a problem for which I know there will not be a clear-cut answer.	____	____	____	____
27.	I would like to experiment with ways to help control pollution.	____	____	____	____
28.	Once I have solved a problem, I like to stick to that solution instead of trying other ones.	____	____	____	____
29.	I prefer not to recite or talk in front of my class.	____	____	____	____
30.	When reading a book or watching a movie, I like to imagine being one of the characters in the story.	____	____	____	____
31.	I would enjoy writing about living 200 years ago.	____	____	____	____
32.	I dislike it when my friends cannot make a decision.	____	____	____	____
33.	I like to explore old trunks and boxes just to see what might be in them.	____	____	____	____
34.	I would like to have my parents and teachers continue their old habits and ways of doing things instead of changing them.	____	____	____	____
35.	I trust the way I feel about things.	____	____	____	____
36.	It is exciting to make a guess and see if it might be true.	____	____	____	____
37.	It is fun to try puzzles and games that cause me to wonder.	____	____	____	____

	Mostly True About Me	Partly True or Untrue About Me	Mostly Untrue (False) About Me	Cannot Really Decide
38. I am intersted in mechanical things,and wonder what they look like inside and how they run.	___	___	___	___
39. I would rather have a friend who never uses any imagination than one who gets silly ideas.	___	___	___	___
40. I like to think about new ideas even if they are never useful.	___	___	___	___
41. I like to have a place for everything and have everything in its place.	___	___	___	___
42. I think it would be exciting to try to solve some of the world's problems.	___	___	___	___
43. I like to try out new ideas just to see where they will take me.	___	___	___	___
44. When playing a game, I am usually more interested in enjoying it than winning it.	___	___	___	___
45. I like to think about many adventuresome things to do that no one has ever thought of.	___	___	___	___
46. When I look at a picture of a person I do not know, I like to imagine what that person might really be like.	___	___	___	___
47. In school or at home, I often look through many books or magazines just to see what is in them.	___	___	___	___
48. I believe there is just one right answer to most questions.	___	___	___	___
49. I like to ask questions about objects or situations that others seldom think of.	___	___	___	___
50. I really like having a lot of interesting things to do at home or in school.	___	___	___	___

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from: Williams, Frank E., A Total Creativity Program, Englewood Cliffs, New Jersey: Educational Technology Publications, Inc., 1972

ADMINISTERING AND SCORING
THE

"HOW DO YOU REALLY FEEL ABOUT YOURSELF?"
INVENTORY

ADMINISTERING

You may want to duplicate the exercise shown on pages 12, 12a and 12b. After reading the instructions at the top with the class, ask them to make their most appropriate selection for each sentence. Collect the exercise when the class finishes and score. This is not a timed exercise but should be completed by an upper grade class in one period. For lower grade classes, you may wish to read the sentences aloud with the children. Give only half of the exercise at one time. Collect and score the same way.

SCORING

The following key indicates the most proper answer to each item on the inventory as well as the factor which the item measures. This exercies is constructed to measure the person's view of himself or herself as being a risk-taker (items marked RT), curious (items marked CU), complex (marked CO), and imaginative (marked IM). Of the 50 items, 12 contribute to curiosity, 12 to imagination, 13 to risk-taking, and 13 to complexity. Those items that the pupil selects according to the key below should receive a weighting of two points each. Hence, if all answers agree with the key, 100 raw score points are possible. Answers in the two columns other than the "cannot really decide" column should receive a weighting of 1. If a pupil decides on answers which do not agree with the key, his or her score could be a possible 50 raw score points. For those sentences which the pupil cannot decide on and for which he places an X in the "cannot really decide" column, one point for each should be subtracted from the total score. These items are weighted -1, which penalizes the person who is undecided. Indecision indicates low self-concept. Naturally, the higher raw score indicates the person who feels good about himself or herself. It has been well established that the more creative person knows himself better and has a very positive attitude about himself as being curious, complex, imaginative, and a risk-taker. You may want to obtain scores for each of the factors which the exercise measures (risk-taking, curiosity, etc.) as well as a total score. In this way you may better learn the child's strengths (high factor scores) and weaknesses (low factor scores). These four feeling behavior scores and a total score should then be entered on each individual child's Creative Potential Profile. (page 15)

Key For Scoring "How Do You Really Feel About Yourself?" Inventory

Sentence Number	Factor Which the Sentence Measures	Mostly True	Partly True	Mostly Untrue	Cannot Decide
1.	RT	X			
2.	CU	X			
3.	CU	X			
4.	CO			X	
5.	RT			X	
6.	Im	X			
7.	CO	X			
8.	RT			X	
9.	CO			X	
10.	CO	X			
11.	CU	X			
12.	CU	X			
13.	Im	X			
14.	Im			X	
15.	CO	X			
16.	Im	X			
17.	CO			X	
18.	CO	X			
19.	CU	X			
20.	Im			X	
21.	RT	X			
22.	RT			X	
23.	Im	X			
24.	CO			X	
25.	RT	X			
26.	CO	X			
27.	CU	X			
28.	CU			X	
29.	RT			X	
30.	Im	X			
31.	Im	X			
32.	RT			X	
33.	CU	X			
34.	RT			X	
35.	RT	X			
36.	RT	X			
37.	CU	X			
38.	CU	X			
39.	Im			X	
40.	Im	X			
41.	CO			X	
42.	CO	X			
43.	RT	X			
44.	RT	X			
45.	Im	X			

46.	Im	X	
47.	CU	X	
48.	CO		X
49.	CU	X	
50.	CO	X	

APPENDIX C

A RATING SCALE FOR IDENTIFYING CREATIVE POTENTIAL

by

Mary Meeker, Ed.D

Please rate this student by checking whether you consider him to be High, Medium or Low in comparison with other students.

Student's Name_____

	INTELLECTUALLY			PERSONALITY		
UNUSUAL SENSITIVITY:	High	Med.	Low	High	Med.	Low
To People	___	___	___	___	___	___
To Problems	___	___	___	___	___	___
To Perceptual Stimuli	___	___	___	___	___	___
FLUENCY: Verbal	___	___	___	___	___	___
Motor	___	___	___	___	___	___
FLEXIBILITY:						
In Social Situations	___	___	___	___	___	___
With Numerical Concepts	___	___	___	___	___	___
With Abstracts Concepts	___	___	___	___	___	___
With Concrete Media	___	___	___	___	___	___
ORIGINALITY:						
Of Ideas	___	___	___	___	___	___
Of Expressions (Verbal)	___	___	___	___	___	___
(Motor)	___	___	___	___	___	___
In Sense of Humor	___	___	___	___	___	___
ABILITY TO ABSTRACT	___	___	___	___	___	___
ABILITY TO ORGANIZE	___	___	___	___	___	___
ABILITY TO SYNTHESIZE	___	___	___	___	___	___
HIGH ENERGY LEVEL	___	___	___	___	___	___
PERSEVERANCE	___	___	___	___	___	___
IMPATIENT WITH ROUTINE	___	___	___	___	___	___

Interpretation: When a student is found to be consistently high in any one or more of the above characteristics, it may well be that this is an indication of creative potential. Planned experiences in curriculum may provide the impetus for nurturing his ability so that it may be put to constructive use within the classroom.

(The Rating Scale, Manual, and Validation Data are available from RATE, 2003 Redrose Way, Santa Barbara, California 93109)

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APPENDIX D

CLASS BEHAVIOR OBSERVATION CHECKLIST

Teacher's Name_____ Room No._____ Grade_____

School_____Date_____

THE FOLLOWING QUESTIONS HAVE ONE OR MORE ANSWERS. PLEASE CHECK THE ANSWER (S) WHICH BEST DESCRIBE YOUR CLASS' BEHAVIOR.

1. In leading your class through the beginning stages of a creative problem-solving activity, were you able to:

____ A. present the problem to the class and note their reactions
____ B. demonstrate the value of divergent views of the same problem by deliberately provoking disagreements.
____ C. accept novel and unconventional solutions in an attempt to get as many solutions as possible.
____ D. encourage group agreement, but still permit unusual responses if they were pertinent to the problem.
____ E. encourage group agreement, on the description or perception of the problem.
____ F. Other. Explain._____
_____

2. If a pupil response was unclear or definitely unrelated did you:

____ A. clarify the pupil's response.
____ B. ask the pupil to clarify it.
____ C. ask another pupil to clarify it.
____ D. simply acknowledge the response and go on.
____ E. ignore the response and go on.
____ F. Other. Explain. _____
_____

3. Did you direct the class toward unity in defining and stating the problem by:

____ A. utilizing praise to obtain the desired response.
____ B. insisting that the class pay attention to <u>all</u> the evidence.
____ C. pointing out overlooked evidence until one or more pupils offered a logical, consistent explanation of the problem.
____ D. Other. Explain._____
_____

4. Were you able to prevent all or part of the class from forming a premature opinion or from adopting one child's opinion by:

____ A. not permitting any one child or yourself to dominate the discussion.
____ B. encouraging group uncertainty and group interactions
____ C. encouraging as many responses as possible from as many pupils as possible.
____ D. Other. Expalin._____
_____

5. Most groups have one or two children who do most of the answering. Were you able to get different pupils to respond to the problem by:

____ A. encouraging a child even if he was on the wrong track?
____ B. relating the problem to the children's own background.
____ C. deliberately calling on the non-contributing members of the class.
____ D. giving up, realizing that all pupils cannot contribute at all times, or that each group has its leader.
____ E. Other. Explain._____
_____

6. Were you able to get the children to see how the new concept related to their personal lives by:

____ A. pointing out the concept's relationship to their daily lives.
____ B. asking pupils to find the concept's relationship to their daily lives.
____ C. giving up, realizing that some knowledge is "booklearning" unrelated to daily lives.
____ D. Other. Explain._____
_____

7. Were you able to get the children to examine each other's ideas and yours by:

____ A. pointing out to them that an idea which has been held true for a long time is sometimes erroneous in light of new information.
____ B. pointing out that no one person can know everything.
____ C. other. Explain._____
_____

FROM: Chicago Public Schools, In-Service Training Program for the Promotion of Creative Problem-Solving (Second Revised Edition).

APPENDIX E

TEACHER'S APPRAISAL OF
CREATIVE PROBLEM SOLVING LESSON

emonstrator_____ School_____ Observer_____

ate_____ Rm. No._____ Grade Level_____

LEASE INDICATE WITH AN X THE EXTENT TO WHICH YOU AGREE WITH EACH OF THE FOLLOWING STATEMENTS

	Unable to observe	little	somewhat	much	A great deal
. Do you think a problem was structured so as to lead to the discovery of a new concept or understanding?	____	____	____	____	____
. Were you able to observe a diversity of pupil responses in the initial stages of the problem?	____	____	____	____	____
. To what extent do you feel that the pupils drew upon personal past experiences to solve the problem?	____	____	____	____	____
. To what extent do you think the teacher "structured" the discussion?	____	____	____	____	____
. Do you feel the pupils understood that there is always more than one answer or way of arriving at the solution to a problem?	____	____	____	____	____
. Was a classroom climate established whereby each pupil would feel free to contribute to the class discussion?	____	____	____	____	____
. Did pupils contribute most of the information and ideas that were necessary to arrive at a solution to the problem?	____	____	____	____	____

	Unable to observe	little	somewhat	much	A great deal
8. Did pupils discover meaningful new relationships between the information and ideas they contributed to the problem?	____	____	____	____	____
9. Were the pupils allowed and encouraged to react to other pupil's responses?	____	____	____	____	____
10. Did pupils vie with each other to answer questions?	____	____	____	____	____
11. Do you feel the majority of the pupils "learned" the concept?	____	____	____	____	____

12. Write any comments you may have concerning the demonstration lesson.

_____

_____

_____

_____

_____

_____

_____

_____

From: Chicago Public Schools, In-Service Training Program for the Promotion of Creative Problem-Solving (Second Revised Edition)

CHECKLIST OF CLASSROOM CLIMATE VARIABLES FOR PROMOTING CREATIVITY

1. Do you and your classroom provide a responsive and expressive atmosphere, rich for the encouragement of pupils' self-resourcefulness?

2. Do you really recognize, respect and emotionally support the uniqueness of each child?

3. Do you allow yourself and your children to learn from mistakes or accidents; laugh at yourself and your mistakes; wonder and daydream; and engage in childlike play for fun?

4. Do you stimulate instead of dominate your children?

5. Do you have an attitude of basic trust, respect, and confidence in all children's abilities to do what they think is reasonable, in a responsible way?

6. Do you allow children to separate from the class or the group when they desire, without causing them to feel guilty, be rejected, or punished?

7. Is there an open exchange and active interaction between you and your pupils by a warm emotional closeness, without exploitation, domination, instrusion, or coercion?

8. Do you encourage children to care enough by helping each other instead of hindering or intruding upon each other?

9. Are there well-defined and consistent standards of conduct,leaving no doubts on the part of the children between what is right and wrong?

10. Do you "level" with children so that they know explicitly what is expected of them and where they stand?

11. Do you try to establish an expectation for excellence of accomplishment along whatever path each child chooses?

12. Do you try to handle the stresses of growing children with patience, forgiveness, and persistence?

If you have answered from nine to twelve of the preceding questions with "yes", you are doing an excellent job in providing a supportive climate for creativity in your classroom. If six or fewer questions were answered with "yes", you are in need of making changes in your classroom environment.

Now that you have been able to measure your own attitudes about setting a favorable classroom climate for creativity, the next step is that of measuring the feelings of pupils. Since the four affective behaviors of curiosity, imagination, risktaking, and complexity are found within children who are prone to be creative, as discussed in Chapter 8, these are used as a measure of children's feelings.

A CHECKLIST OF YOUR ATTITUDES AND GOALS

The following questions will help you to check on your own attitudes toward seeking change and innovation in your classroom. These attitudes will greatly determine if you should pursue the Program on your own, and its probable effect upon your future teaching practices. This questionnaire may serve your own personal guide.

1. Are you genuinely interested in each child's intellectual as well as emotional development?

2. Do you want to significatnly increase the number of strategies you can use to cause children to learn?

3. Do you really want to accommodate intellectual differences that exist among all of your pupils?

4. Do you feel a classroom should be concerned with and accommodate the emotions and distinct personalities of each pupil?

5. Should creativity be rewarded, regardless of the subject in which it occurs?

6. Do you enjoy children asking stimulating questions which you cannot answer?

7. Are you confortable with children who can think faster and figure out better ways of doing things than you can?

8. Are you able to tolerate divergent thinking, even if the class is noisy and disorderly?

9. Do you really care about dealing with emotional problems of a child, even if this disrupts your planned lesson?

10. Do you think pupils can be creative at the same time they are learning subject matter?

11. Do you think your classroom needs some new innovations and changes?

12. Do you think education should be primarily concerned with encouraging and developing certain thinking and feeling processes, rather than with teaching a subject?

If your answers are most "yes", you are ready to launch off into the Program. If, on the other hand, your answers are mostly "no" or "maybe", you may first need to re-examine your attitudes and motives toward teaching before going further. One way of changing or modifying attitudes is to consider your reasons and own goals for classroom teaching. Once you have decided that you would like to do something different in your classroom, even though at this time you may not know exactly what, then you are more likely ready to use some of the procedures advocated by the Program. Change will, no doubt, result as you work on the Program, if you give it a fair chance over a period of time. Good luck.

Williams, Frank E., A Total Creativity Program, Englewood Cliffs, New Jersey: Education Publications, Inc., 1972.

APPENDIX H

TEACHER'S INFORMATION AWARENESS CHECKLIST

name _____ school _____

INSTRUCTIONS

The following questions pertain to important concepts, materials, and your own feelings about creativity and innovation in the classroom. You are asked to answer each question by checking a "yes" or "no." If you know something about the question, have at least heard of the concept or material, or feel it is most like you, answer "yes". On the other hand, if you have never heard of the concept or material, or if the question is not the way you feel, answer "no". This is a self-report of things you may know, have heard of, or have feelings about.

	Yes	No
1. Have you heard of or do you know anything about Guilford's Structure of Intellect Model?	____	____
2. Have you heard of or do you know anything about Piaget and his theories of learning?	____	____
3. Have you heard of or do you know anything about the spiral curriculum?	____	____
4. Do you know anything about Piaget's State Theory of Intellectual Development?	____	____
5. Do you know anything about or can you define what divergent thinking is?	____	____
6. Do you know anything about or can you define what a teaching strategy is?	____	____
7. Have you heard of or do you know anything about Bloom's Taxonomy of the Cognitive Domain?	____	____
8. Do you know anything about or can you define what thinking is?	____	____
9. Would you know how to teach by the inductive approach?	____	____
10. Do you feel you can identify a highly creative child?	____	____
11. Do you think that discriminating and perceiving are higher mental processes than evaluating or generalizaing?	____	____
12. Do you know what cognition is?	____	____

	Yes	No
13. Do you know anything about the pre-operational stage of intellectual development?	____	____
14. Do you think memorization is a cognitive skill?	____	____
15. Do you feel you know how to encourage creative behaviors in the classroom?	____	____
16. Do you associate the creative process only with divergent thinking?	____	____
17. Have you heard of fluent, flexible, original, and elaborative thinking?	____	____
18. Do you feel that creativity means complete freedom for the pupil?	____	____
19. Do you think hypothesizing and synthesizing are higher mental processes than inferring and analyzing?	____	____
20. Do you know the difference between inductive and deductive thinking?	____	____
21. Have you heard of or do you know anything about the formal operations state of intellectual development?	____	____
22. Do you know from where or what model the "120 mental abilities of human intellect" come from?	____	____
23. Is synthesis a higher mental process than analysis?	____	____
24. Have you heard of the Taba Social Studies Program?	____	____
25. Do you feel that creativity in the classroom is good?	____	____
26. Do you think that individualizing instruction means children working alone?	____	____
27. Do you feel that the building of higher self-concepts means humanizing the classroom?		
28. Is creativity associated with problem-solving?	____	____
29. Have you heard of the Nuffield Mathematics Program?	____	____

		Yes	No
30.	Do you think that originality is something that has never happened to anyone before?	____	____
31.	Are there differences between elaborative and original behaviors among pupils?	____	____
32.	Would you like to have your pupils think divergently?	____	____
33.	Do you feel you teach creatively?	____	____
34.	Have you heard of or used the Imagi-Craft series of records to encourage creativity?	____	____
35.	Have you heard of or used the books, Invitations to Speaking and Writing Creatively or Invitations to Thinking and Doing?	____	____
36.	Do you know anything about or have you used the Torrance Tests of Creative Thinking?	____	____
37.	Have you heard of or used the book, Classroom Ideas for Encouraging Thinking and Feeling?	____	____
38.	Do you feel that in a science class a student can be taught to develop creativity in the same way as art?	____	____
39.	Do you feel that pupils can be creative at the same time they are learning subject matter content?	____	____
40.	Do you know or can you define critical thinking?	____	____
41.	Have you heard of the Inquiry Training Program?	____	____
42.	Do you really feel your classroom needs some innovations?	____	____
43.	Are you a creative person?	____	____
44.	Do you feel you can develop or encourage all children to become more creative?	____	____
45.	Have you heard of the Productive Thinking Program?	____	____
46.	Have you read any books on creativity over the past year?	____	____
47.	Is elaboration a way of thinking divergently?	____	____
48.	Do you know what traits characterize the highly creative child?	____	____
49.	Do you feel that when a class is being creative it is a well-disciplined class?	____	____
50.	Have you heard of the Krathwohl-Bloom Taxonomy of the Affective Doman?	____	____

Williams, Frank E., A Total Creativity Program, Englewood Cliffs, New Jersey: Educationl Technology Publications, Inc., 1972

ADMINISTERING, SCORING, AND INTERPRETING THE INFORMATION AWARENESS CHECKLIST

ADMINISTERING

Teacher trainer, principals, or supervisors may want to duplicate this checklist and administer it to a faculty or group of teachers participating in an inservice or preservice training program. It may also be used by an individual teacher as a check against his or her own competencies. If used for a group, it is an effective exercise before and after training as a pre-post measure.

SCORING

Count the number of "yes" responses and multiply this raw score by 2. A possible score of 100 (50x2) can be obtained as a total score. Two subscores should also be obtained: a cognitive and an affective score. Questions number 10, 15, 25, 27, 32, 33, 38, 39, 42, 43, 44, and 49 all contribute toward an affective or attitudinal score. These items deal with the way teachers feel about themselves, their pupils, or their classroom. Since these 12 questions deal with the way teachers feel, a possible total affectivity score of 24 (12x2) may be obtained. All of the other questions on the checklist are cognitive items and deal with teachers' knowledge about things. Thus, a possible cognitive score of 76 (38x2) may be obtained.

INTERPRETING

For the individual teacher, a total score and the two subscores may be converted to percentages. Any percentage above 80 is a good score, 50-80 is an average score, and below 50 shows definite improvement needed.

A rank-order item analysis is recommended for interpreting the results, either pre or post. of a group of teachers. By using hash marks for both "yes" and "no" categories for each question, an item analysis is obtained. These should then be rank-ordered by indicating the top ten questions to which most of the group of teachers answered "yes". A rank -order lists from 1 to 10 the question(s) to which most teachers answered "yes", the next most "yes"-answered questions(s)...on down to the tenth most "yes"-answered question(s). Duplicate frequency questions should be included within the same rank-order position. Then do the same for those questions answered "no". By comparing the two rank-order lists of the top ten most selected "yes" questions and the top ten most selected "no" questions, it can be assumed the first list contains those things the teachers of the group know or feel good about. The second rank-order list of "no" questions contains those things which need to be introduced during training or attitudes which need to be modified. Among many groups of teachers in project schools, it has been found that when interpretation of pre-test data is made, most of the"yes" questions were those in the affective area. Likewise, most of the "no" or least known questions were those of the cognitive variety. In other words, before training, teachers showed good attitudes about creativity in themselves and their classrooms, but lacked knowledge about concepts and materials which would help them bring about creativity. The checklist is very useful for teacher trainers to ascertain the needs of the group.

Form #109

APPENDIX I

Palm Beach County Schools
Exceptional Child Education
Evaluation of Program for Academically Gifted Junior High Students
Course #593 "Human Enrichment" - By School Personnel

I. List in Rank Order the features of this program which you feel to have been most beneficial to the students who participated.

A.

B.

C.

II. List ways in which you feel this program can be improved.

A.

B.

C.

III. Do you wish to have such a program in your school next year?

IV. Suggest ways in which you feel communication between classroom teachers and teachers working with special classes might be improved.

V. Suggest curriculum areas which you feel might be considered in future plans for such classes.

Palm Beach County Schools
Exceptional Child Education
Parent Evaluation of Junior High Course #593 Human Enrichment

I. List in Rank Order the features of this course which you feel have been most beneficial to your child.

A.

B.

C.

II. List ways in which you feel this program can be improved

A.

B.

C.

III. Suggest ways in which you feel the course could be improved

A.

B.

C.

IV. Have you helped with transportation on any of the field experiences? If so, do you feel that such experiences are worthwhile?

V. Do you feel that your child suffered academically by missing some of his other classes in order to participate in such expereinces?

VI. What do you consider to be the most worthwhile learning experience your child has had in this class during the semester?

VII. Would you like to have your child enrolled in such a course next year?

Please fill out and return this evalutions to your child's teachers as soon as possible.

STUDENT EVALUATION

LEARNING CENTER PROGRAM

For the past sixteen weeks you have been attending sessions at the Hillsborough County Learning Center. We would like to know some of your feelings about the program. By answering questions and completing the following sentences, you can help us in improving the program.

1. Which class did you like best?_____

2. Why?_____

3. Of the classes I was not in, I wish I could have taken_____

4. Why?_____

5. I wish my classes at the Learning Center were longer,_____shorter_____, the same_____ (check one)

6. The Learning Center needs more_____

7. The class in which I learned or accomplished most was_____

8. If I could change three things about the Learning Center, I would

   a. _____

   b. _____

   c. _____

9. Has the Learning Center helped you in any way with things you do at school? _____

10. How?_____

11. Has the Learning Center helped you in any way with things you do at home?_____

12. How?_____

13. Has the Learning Center helped in any way with the way you get along with or feel about people?_____. If so, how?_____.

APPENDIX L

EVALUATION SCALES FOR DIFFERENTIAL EDUCATION FOR THE GIFTED (ESDEG)
WARD - RENZULLI
(Experimental Form, 10-67)

			IDEAL	SUPERIOR	COMMENDABLE	NEUTRAL	NEGATIVE
KEY FEATURE	A:	PHILOSOPHY AND OBJECTIVES					
Program Requirement	1:	Existence and Adequacy of a Document.....	____	____	____	____	____
Program Requirement	2:	Application of the Document.....	____	____	____	____	____
KEY FEATURE	B:	GENERAL STAFF ORIENTATION					
Program Requirement	3:	System Wide Support.....	____	____	____	____	____
KEY FEATURE	C:	STUDENT IDENTIFICATION AND PLACEMENT					
Program Requirement	4:	Validity of Conception and Adequacy of Procedures	____	____	____	____	____
Program Requirement	5:	Appropriateness of Relationship between Capacity and Curriculum.....	____	____	____	____	____
KEY FEATURE	D:	THE CURRICULUM					
Program Requirement	6:	Relevance of Conception.....	____	____	____	____	____
Program Requirement	7:	Comprehensiveness.....	____	____	____	____	____
Program Requirement	8:	Articulation.....	____	____	____	____	____
Program Requirement	9:	Adequacy of Instructional Facilities.....	____	____	____	____	____
KEY FEATURE	E:	THE TEACHER					
Program Requirement	10:	Selection.....	____	____	____	____	____
Program Requirement	11:	Training	____	____	____	____	____
		TOTAL	____ x3	____ x2	____ x1	____ x0	____ x-1

TOTAL SCORE_____

Reprinted from the Council for Exceptional Children Papers
1967, p. 40, with permission of the author

APPENDIX M

Three Levels of Program Models in Special Programs for Gifted and Talented

:NITIATORY MODELS	DEVELOPMENTAL MODELS	INTEGRATED MODELS
:ls are vague, intuitive :ffects to be achieved. :ctives are stated as :ral outcomes and social ls to be achieved. There nuch concern with theory, debates on alternatives theoretical rather n operational or data :d. Justification of the gram may be drawn from logous programs in other texts or be based on losophical assumptions. ails for operationalizing proposal are sketchy.	Models, where a mixture of objectives prevails. Macro objectives give general guidance and some micro objectives are defined. Objectives still seem to be shifting and the model still takes different forms in individual staffs descriptions. There is more concern with operational alternatives than a given alternative. While the program is operating there are many unknowns and frequently considerable improvisation.	Models, have specific objectives to be achieved. There is monitoring of procedures for consistency of operation. Relationships of treatment (what is done educably) and effects (outcomes) are specified, and reproducibility is enhanced by elaborated descriptions of the model in operation. Logical relationships are explicated, and empirical data are being collected. The outcomes are being assessed and the range of effects are capable of being attributed to the program treatment.

cis of a Program	Precis of a Program	Precis of a Program
pecial program for gifted talented children is wn up. Decisions on the m it will take; special sses, enrichment, indedent tutorials or the of these are still n. There is lack of eement on definition of ents. Who is a gifted or ented student? How should be educated? Should he identified? At what grade? whom? Will there be extra ies allocated to the edu:ion of these students? Will :re be a need to establish a arate administrative unit this program? What type	One special program for gifted and talented children has been underway two years. Fifty children are involved. In some cases teachers nominate students for the program, in others they are selected on basis of test scores. The first year students spend four hours per week in the program, the second year this has been extended to six. The program has focused on scientific interests though there is concern about including more humanities. One teacher made arrangements for 25 of the students to see the Old Vic perform at the local college. Some data, mostly of a descriptive nature has	A program for gifted and talented students has been in operation for five years. Open-ended instruction is featured with teachers and students cooperatively planning the curriculum for three months at a time. The Director of Research for the school district monitors the program through teachers' records, student interviews and regular classroom visitations. Program outcomes are investigated through their effect on student's achievement and interest. A contrast group of students, not in a special

(cont'd)

Precis of a Program

of research will be conducted on a program? When will parents be involved? A committee has been set up to resolve some of these issues. Administrative responsibilities and sum of money for planning have been allocated. The committee has been meeting for one year, a set of minutes, a list of consultants and a description of the field trips to visit programs for gifted children exists.

Precis of a Program

been collected on the students, their achievements and the program. Teachers do not have fixed style for instruction, the instruction reflects personal teaching style.

Precis of a Program

program, in a neighboring sc district with a similar student body is supplying comparable data on special programs' influence on the regular program. At the end of the five years a summer workshop composed of teacher and pupils in the program in conjunction with administrators and university consulta will draw up the program description for the next thr years. Decisions will be rendered on the program orga zation, the selection and retention of students and th research to be conducted.

Eash, Maurice J., Issues in Evaluation and Accountability in Special Programs for Gifted and Talented Children, University of Illinois at Chicago for the U.S. Office of Education. Reprinted by Department of Education, Tallahassee, Florida, March, 1973

APPENDIX N

Differential Evaluation in Three Program Models

	INITIATORY MODEL	DEVELOPMENTAL MODEL	INTEGRATED MODEL
EFFORT	1. What have been the main directions of the committee's efforts? 2. What has been the level of participation among the committee members? 3. Has the committee broadened its constituency and recognized the socio-political aspects of its efforts? 4. How much time has been spent on certain phases of the program?	1. What have been the main thrusts of the program's efforts? 2. What objectives have received the major attention? 3. Who has been involved in the program, to what extent voluntary or mandated, volunteer or paid? 4. Where has the support for the program emanated; what has been the total developmental costs-financial and psychic? 5. How much total time has been spent? What parts of the program are consuming the bulk of the time?	1. What are the major goals the program is trying to attain? Who is involved in the effort? 2. What percentage of staff and student time is committed to the program? Total time? 3. What data are available that permit building a history of the effort and projecting a scenario for future thrusts? 4. What areas of effort are perceived as worthwhile by the different role participants?
EFFECT	1. What is the level of knowledge manifested in the committee on special programs for the gifted and talented? 2. Are the committee members conversant with issues, trends and programs?	1. What data on functioning of the program have been collected or can be collected? 2. What have the effects been on program students, other students, teachers, parents and administrators?	1. What are the program short-range effects on students to the program students not in the program, teachers, parents and administrators? 2. Is any provision made for studying long-range effects?

(con't)

	INITIATORY MODEL	DEVELOPMENTAL MODEL	INTEGRATED MODEL
EFFECT (cont'd)	3. What is the present stage of the plans, are they near operationalizing? 4. What are the main impediments to formulating a developmental model program?	3. Has the data on effects been used to modify or shape the program, explore alternatives? 4. Can the effects on students be attributable to the program? 5. Have there been any unanticipated effects?	3. Can the desired effects stated in the original goals be attributed to the program? 4. Have there been any unanticipated effects?
EFFICIENCY	1. Does the committee have an organized plan for carrying out its work, with deadlines and completion schedules for phases of activities? 2. Is the committee clear on its responsibility to the Board of Education and superintendent? 3. Given the amount of time and money invested has a useful product emerged? How far are they from an operating program?	1. Are there records or other evidence that program problems are being systematically encountered and resolved? 2. How does the cost on this program compare with costs on other programs in the district and in other districts? 3. What goals seem within attainment? What goals have not been attained? 4. Given the program's experience, what will be the approximate cost of an integrated program model?	1. Are problems systematically studied? Are the participants conversant with the decision making process? Has it been scrutinized? 2. What is the cost of this program compared with other programs in the district and similar programs? 3. How do these costs project out for the future now that developmental costs are largely met? 4. What has been the cost of attaining certain effects, what tradeoffs were made in the interest of cost?

Eash, Maurice J., Issues in Evaluation and Accountability in Special Programs for Gifted and Talented Children, University of Illinois at Chicago for the U.S. Office of Education, Reprinted by Department of Education, Tallahassee, Florida, March 1973

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TALLAHASSEE, FLORIDA
FLOYD T CHRISTIAN, COMMISSIONER

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